

# THE SCHOOL JOURNAL

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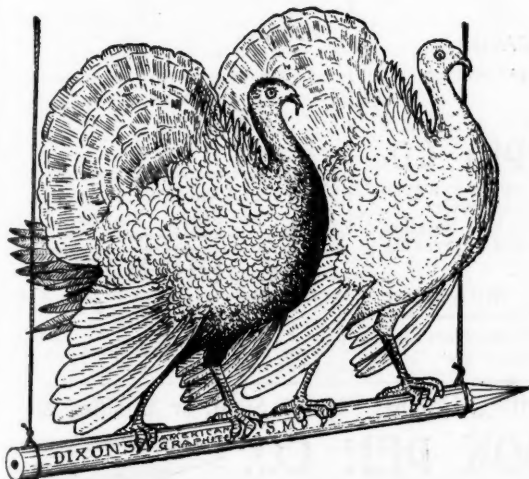
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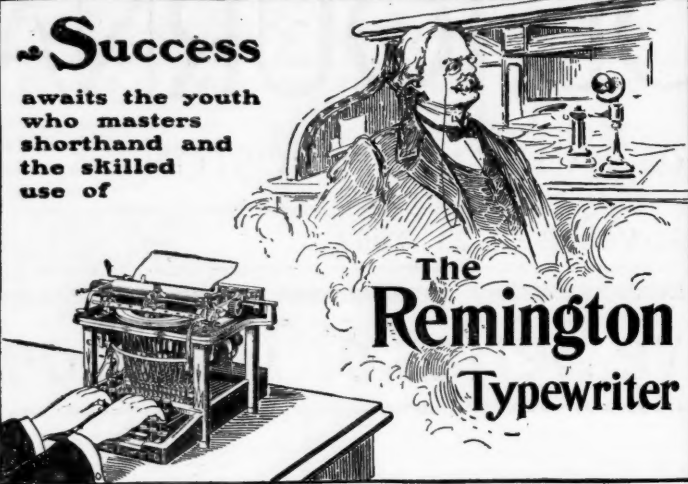
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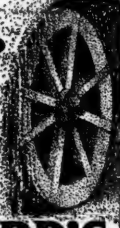


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# THE SCHOOL JOURNAL

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## The Teacher's Obstacles. II.

By H. THISELTON MARK, Manchester.\*

There is, of course, a social and racial, as well as a personal heredity. It is now nearly 400 years since Erasmus was attacked for expressing his great belief in the power of education as opposed to this heredity. It was thought that he was lowering the dignity of the dogma of original sin, and he became embroiled in controversy accordingly. But it is the very hope and inspiration of the teacher to be able to do something with the very worst case—something, however little, to correct our "taints of blood." It is quite possible, in certain moods, for the social reformer to be appalled by the terrible moral inheritance into which many are born. But there is a tone of healthy vigor in the words of Björnson: "His opinion of heredity was simply this—that one inherited quality combats another. One need not be so desponding. In the course of time all families are so mixed together that any legacy of evil (which one must always strive to reduce to impotence) has always beside it a legacy of good which may be strengthened by use. That is to say, never be guided by chance, but let the teacher first, and ourselves afterwards, be watchful betimes. Heredity was not a destiny, but a condition. It was sometimes said that knowledge and surroundings were no help. But what did the letter tell us which had just been read? First, most distinctly, that Tora had an inherited weakness; next, that if Miss Hall (her teacher) had given her lecture four months sooner, Tora, at any rate, would have been saved. So we may well say, 'Help one another,' by knowledge and fearless counsel." It would not be easy to find two books which teach a true philosophy of heredity in a way better suited to the popular understanding than Björnson's "Heritage of the Kurts," and Oliver Wendell Holmes's "Guardian Angel."

On one occasion, the writer, in order to meet the request of a student for a crucial instance of the power of environment as opposed to heredity, wrote to Dr. Barnardo, of London. He sent back a printed reply in which he said: "Much, perhaps too much, is made in these latter days of heredity. . . . A child with a degraded list of ancestors is, say many, in the hopeless grip of an iron law of heredity which always tends downwards. To that statement I strongly demur. . . . Thousands of children have passed thru my hands during all these years, and I desire to set my seal to the statement that I have never known a case where the rescue was accomplished early enough, and where the training was thoro and continued sufficiently long, in which there has occurred a definite reversion to some ancestral type of badness." He instances a child whose mother, grandmother, and great-grandmother had all been born out of wedlock, and alike lived evil lives, who grew up under moral and religious influences to be the wife of a respected medical man, and mother in a happy home circle. Dr. Barnardo in no way minimizes the terrible effects of heredity, seconded as they too commonly are by an environment of like kind, but he strongly emphasizes the possibilities of rescue. One need only recall the striking passage in the prophecies of Ezekiel referring to this same matter, in order to

realize how necessarily the moral law points the way to individual opportunity and responsibility; especially the words in immediate answer to the proverb concerning the land of Israel: "The fathers have eaten sour grapes, and the children's teeth are set on edge." "Behold, all souls are mine; as the soul of the father, so also the soul of the son is mine. . . . When the son hath done that which is lawful and right, and hath kept all my statutes, and hath done them, he shall surely live."

Heredity is part of the evolutionary process—a process by which we have come, at least to some extent, to be what we are. But evolution not only allows, but demands space for individuality. Marble has its hereditary story written in rock, telling of a myriad forms of extinct life, and of fierce volcanic heat; but a piece of statuary is replete with other messages; it tells what man has thought and done. We cannot link on man's transformation of the marble to its hereditary or evolutionary history. Nor need we strive to link on all that man does within himself to hereditary or purely evolutionary sources.

"We are allied  
To that which doth provide  
And not partake, effect and not receive!  
A spark disturbs our clod;  
Nearer we hold of God  
Who gives, than of His tribes that take, I must believe"

Moreover, evolution, of which heredity is a part, itself tells of progress. Around us, as within us, there is a constant change and development of thought. This points to a further way in which the teacher may enter into sympathy with the inner life of his scholars. Every Sunday-school teacher should endeavor to acquaint himself with what the leaders of the age, especially of the religious life and thought of the age, are saying and doing. Otherwise the very fact of a progress of which he is not aware may become an obstacle in his work, a barrier between himself and the children, who inevitably partake of the spirit of the time that gives them birth. We do not need to follow others blindly; at the same time we should not be content to close our eyes and refuse to learn. Great teachers are of necessity great learners—from life mainly, and from books in so far as they reflect life. In matters of religion, too, and in each and every church, even the heresy of one day has often become the truth of the next. Is it not evident that, without being moved by any restless desire to run after what is new, unless we keep heart and mind open to fresh truth, there is always a possibility of our living too much in the spirit of an earlier generation, and too little in the spirit of that to which our pupils belong? Sympathy, keeping mind and heart open, on the one hand to truth, on the other hand to the child, is the one great solvent of the teacher's difficulties. Whilst, therefore, a true philosophy of habit and of heredity suggests the possibility of transcending the adverse influences of the past, a right interpretation of the present will enable us to come so near to the growing life around us that we shall exert a large and ennobling influence upon the future.

"The truth is Known to thee to-day—  
It will be Felt to-morrow."

### Suggestions and Illustrations.

1. Teaching and learning spring naturally out of life's intercourse and social necessity. Yet it is just possible

\* From "The Teacher and the Child: Education in the Home and Sunday School."

that the teacher's obstacle, in rare instances, lies in the fact that teaching is not his vocation. "Every man," says Emerson, "has his own vocation. The talent is the call. . . . He is like a ship in a river; he runs against obstructions on every side but one; on that side all obstruction is taken away." Even if extremely stated, this points to a truth, and many a man has found his true life-work by having the courage to turn round at the bidding of circumstance and make a fresh beginning.

2. Which way does moral influence travel, from the material to the spiritual, or from the spiritual to the material? From the daily life to the tower of vision, or from the tower of vision to the daily life?

3. Note the significance of Professor Huxley's words in his famous lecture on Evolution and Ethics: "Social progress means a checking of the cosmic process at every step, and the substitution for it of another which may be called the ethical process." And again: "Let us understand, once for all, that the ethical progress of society depends, not on imitating the cosmic process, still less in running away from it, but in combating it." Compare with this Browning's line: "Progress! man's distinctive mark alone," as contrasting man's moral and spiritual development with natural and evolutionary processes pure and simple.

4. Do not a creative energy and the stirring of spiritual impulses and aspirations seem constantly to break in upon this evolutionary process? The Hebrew king in his agony of remorse did not think that his spiritual replenishing could, by any possibility, come out of the past. His hope was to lay open the upper chambers of his being in order that the work of restoration might have its beginning there. "Create in me a clean heart, and renew a right spirit within me," was his prayer.



## Feminization of the Teaching Force.

Extract from an address by DR. EARL BARNES.

In the universities and colleges which, in 1870, had hardly any women, we have to-day 23,000 women as opposed to 37,000 men. Numerically the recent figures are most striking. In 1890, women formed 31.9 per cent. of the whole body. In 1898, the women were 36.1 per cent. Between 1890 and 1896, men in "co-ed" colleges increased 70 per cent., while women increased 105.4 per cent. There is every reason to believe that this increase in the percentage of women will continue.

The same thing is true of those who are conducting and directing this work of education, the teachers. In 1890, only one-third of the teachers in the United States were men. In the cities, nearly all were women, at least, more than 90 per cent. In England, much the same condition exists, while, in France, one-half are women; in Prussia, 30 to 40 per cent. In all branches of education the great proportion of the teachers are women. In the United States, as a whole, they have a monopoly of education; in our cities they have possession.

The figures as to the growth in the number of teachers are significant. In the United States, since 1870, the number of teachers has increased from 220,000 to 430,000. The number of women teachers has increased from 125,000 to 310,000 and the number of men teachers has actually declined since 1880.

The management and direction of the schools as well have passed to women. The more intelligent the community, the greater the proportion of women in control. This is especially noticeable in the cities, but it is true all over the country. The men teachers or educators in the elementary schools are few, and these are mostly in the administrative offices.

Looking into the future the same conditions seem likely to prevail. This is indicated by the proportion in

our normal schools and universities from which the supply of teachers is to come. Our normal school students are nearly all women; in Connecticut, 99 per cent.; in Massachusetts, 93 per cent., and in New Hampshire, 100 per cent.

Co-education is still to be discussed only in the terms of its bearing upon the monopoly of education by women. Below and above the high school it is agreed that co-education is best. The question gathers around the ages of twelve to fifteen, where there is the greatest divergence in the physical development of the sexes. It is worthy of note that separation of the high schools for the sexes closes one-half of the door to women as teachers, for we can hardly expect to have women as teachers in a boys' high school.

### Effects of Feminine Control.

As a result of these conditions the whole scheme of elementary education has passed into women's hands; secondary education has half of it passed to her, and higher education is threatened. The effects of feminine control are:

1. It puts education into the hands of a class, and that is always unfortunate. It means a catastrophe for American education.

2. It tends everywhere to feminize the curriculum. The fact is incontrovertible that, in our modern universities, you will find the department of English literature crowded with women, and you cross the campus into the laboratories, and you will not find a woman there. It may be due to a biological cause or to a historical cause which can be modified, but the fact remains that women have a different intellectual composition from men. Efforts on the Pacific coast to put the curricula of the universities on a scientific basis have failed because of this tendency toward feminizing the course of study.

3. It unduly softens life. A certain hardness is essential, for life is a struggle. We need a good, strong, virile reaction against the softening effects of feminine ascendancy.

4. It leads inevitably to bureaucracy, and thence to mediocrity. If we teachers are to form a great profession individuality must be developed. Women have not developed the give and take of public life. Present any motion before any gathering of women and you can get it carried if you can get the affirmative put first.

### A Reaction at Hand.

To-day we are in the presence of certain reactions. The segregation policy at Chicago means a reaction; you cannot explain it away. The same is true of the decision at Stanford, the attitude of the new president of the Northwestern; you cannot explain these away. A very difficult individual problem has grown out of this condition.

The solution is to be found:

1. In leaving the doors open; in closing the doors to excited feelings which obscure reason. Away with emotion.

2. Raise the standard of the teachers. Let there be no floaters. The curse of the profession to-day is the young woman who strays in for a year or two. We have no objection to a teacher getting married after a year or two, but we do object to using the profession as a waiting-place for matrimonial candidates. Raise the standard and let them stay as long as they want to.

3. Let public opinion take a hand and demand some men teachers. Our boys must, at some period of their early life, come under the vigorous influence of a man. Public opinion only can secure this.

4. Women must study public life. Let us put aside factionalism and personalities; put aside emotion; stop fighting and go at the work calmly and as becomes a profession and a great public devoted to the cause of education.

# The Professional and Financial Side.

Conducted by *William McAndrew.*

## The Present Effort to Raise the Salaries of Philadelphia Teachers.

By WILLIS H. PARKER, Philadelphia.

It is evident that an effort to raise the position of teachers in the eyes of the people is not only "in the air" of this country, but is surely, tho somewhat slowly, settling down into the minds and hearts of men and women thruout the land. This effort is centering itself largely upon the question of salaries. It must be conceded that most people are slow to observe and admit the just deserts of work of a professional character. To most persons its results are intangible, while those acquired in mercantile and mechanical effort can be seen and reckoned in dollars and cents. Most of us say, "Yes, we ought to have the best schools possible," but are slow to recognize the fact that ability in school work must be paid for, as well as ability in any other pursuit. It is true that every teacher or school worker in any position ought, by every means, to increase his or her usefulness and power in the work, whatever may be the salary at any particular time, but another side of this matter, one that has always been known and acted upon in other lines of the world's work, but persistently forgotten or ignored by many in public school matters, is now gradually beginning to receive consideration. A view from this side begins with a recognition of the old and trite fact that one cannot make something out of nothing. Quite a number of young men and women have come as near to doing this in working their own way thru high school and college as could possibly be done, but they cannot do it in filling at all worthily the post of a public school teacher.

Educators agree that teachers should maintain a proper social position, but they cannot do it on a meager salary. They should be in a physical and mental condition which would help to continuous growth and development, but cannot do it if all earnings are used for subsistence. They ought to be able to take advantage of opportunities for general and professional culture, but cannot do it if not possessing financial means, and especially if in a town or city where their tenure of position depends more or less upon "who is on top" in the place politically. They ought to travel some, not merely for their personal benefit, but as a source of inspiration and information for better teaching, but very few have the means to travel.

The whole matter of teachers' salaries largely centers itself in the question, Are the citizens going to allow the schools to be conducted on the lowest possible amount of money and under the most discouraging conditions to those engaged in them, and accept for themselves and posterity the necessary results in a low grade of scholarship, citizenship and character, or are they going to plan in a better manner and receive correspondingly better results? School boards have no right to expect, nor will they secure, at least not permanently, the services of first-class people for third or fourth-class pay. This is a fact which we predict must be reckoned with more and more in school work. We believe that the vast body of teachers would say, "Make the requirements in teachers as high as you wish, in professional and teaching ability, character or anything else," but they also say, "Be willing to retain and pay for real worth."

Some of the large cities of the country have, as we know, taken a step forward in the matter of teachers' salaries, but not as many, we confess, as should have done so by this time. The most notable case is that of New York, which city is now claimed by some persons to be in a position to draw the best teachers from all directions. Philadelphia teachers are now conducting a

practical, dignified, and business-like campaign for higher salaries in that city. The culmination of the campaign occurred in a mass meeting in the Academy of Music, on the evening of Friday, November 13. It is said that about 12,000 tickets were asked for, so overflow meetings were necessary and were arranged. Some of the speakers for the meeting were U. S. Senator Boies Penrose, State Supt. Nathan C. Schaeffer, Pres. Henry R. Edmunds, of the Philadelphia board of education, ex-Postmaster General Charles Emory Smith, Pres. C. John Hexamer, of the German-American Society, and Col. A. K. McClure.

The appearances at present, so far as can be judged, seem to indicate a successful result for the campaign, but the action of Councils' finance committee sometime within the next few weeks will decide whether the increase shall take effect in 1904.

The following is from the contents of a circular extensively circulated as one of the means of arousing public sentiment, and placing the actual conditions before the people:

### Why Teachers' Salaries Should be Increased in Philadelphia.

#### I. How Philadelphia Compares With Other Cities.

##### 1. COMPARATIVE PER CAPITA EXPENDITURE ON SCHOOLS

Philadelphia stands third in population among the cities of the United States. Out of thirty-eight cities in our country having a population in excess of 100,000, Philadelphia stands thirty-fourth in the per capita amount expended on the maintenance of her public schools.

##### 2. COMPARATIVE PER CAPITA EXPENDITURE FOR MAINTENANCE OF SCHOOLS.

	SCHOOLS.
New York.....	\$5.51
Boston .....	5.31
Denver.....	4.85
Chicago.....	4.56
Washington.....	4.12
Philadelphia.....	2.49

##### 3. COMPARATIVE SALARY SCHEDULE.

	New York	Philadelphia	Boston
Population, 1900:	3,437,202	1,293,697	560,892
Superintendent:	\$8,000	\$5,000	\$6,000
Assistant Superintendent:			
Men	\$5,500	\$2,500	\$3,780
Women	\$3,000 to \$4,500	\$1,500 to \$2,500	
Principal of Grammar School:			
Men	\$2,750 to \$3,500	\$1,865 to \$2,065	\$2,580 to 3,180
Women	1,750 to 2,500	1,250 to 1,450	None employ'd
Teacher of Grammar School:			
Men	\$900 to \$2,160	\$520 to \$670	
First Assistant:			
Men	\$1,500 to \$2,409	\$950 to \$1,100	\$1,500 to 2,340
Women	600 to 1,320	520 to 670	552 to 936
First Assistant:			
	936 to 1,440	570 to 720	972 to 1,212
Principal of Primary School:			
	None employ'd	\$610 to \$1,000	None employ'd
Teacher of Primary School:			
	\$600 to \$1,240	\$470 to \$620	\$552 to \$936
First Assistant:			\$984 to \$1,080
Kindergarten:			
Teacher	\$600 to \$1,240	\$350 to \$400	\$432 to 624
Principal	None employ'd	425 to 475	624 to 792

## II. How the Demands Upon Teachers Have Increased.

### 1. PROFESSIONAL PREPARATION.

(a) *Length of Time.*—The time formerly required for preparation was four years in the Girls' High and Normal school. This time has been increased, until now six years are required for such preparation. In contrast with this the course in the Girls' Commercial High school, which fits its pupils for business life, is only three years. Many of its students secure, immediately upon graduation, business positions at salaries equal to or larger than those paid to teachers, future advances in these positions being limited, as a rule, only by the ability and industry of the employee.

(b) *Standard of Requirement.*—This has been very greatly advanced. Courses for teachers now embrace a greater number of studies and are much more severe than they formerly were.

(c) *Supplementary Preparation.*—In order to keep abreast of educational progress, teachers of to-day are obliged to continue professional study by means of summer schools, university work, lecture courses, current pedagogical and other literature, travel, etc. All of these involve great expenditure, which cannot be made from present meager salaries.

### 2. INCREASED COST OF LIVING.

There has been a parallel change in the standard of living in every class of our people. What were comforts once are now classed as necessities. With most classes the adjustment of income to these new needs is effected easily and naturally, and almost inevitably. Teachers, like every one else, are living amid shifting conditions which make living a more and more costly business on any social level with every decade. They cannot keep expense on the old level any more than can any other class in the community. They cannot afford coarseness or shabbiness in dress, or social meanness. They must live *with* other people, and *like* other people in church and market, and the social circle. They have a right to a support which bears a just relation to the kind of work they are doing, to the preparation required before entering upon it, and to the ability needed to do it well.

In other fields of professional and technical labor, this great and rapid increase in the cost of living has been recognized by a marked increase of salaries, and in most of our great cities there has been a similar advance in the compensation of teachers. This, however, is not true of Philadelphia. There has been little change in the salary schedule for teachers in this city for nearly a quarter of a century. During this period mechanics' and artisans' wages have been practically doubled.

## III. How the Schools Are Suffering.

### 1. IN THE QUALITY OF TEACHING.

(a) *Relationship of General Culture to Teaching.*—Dr. Maxwell, superintendent of New York schools, says: "I do not argue for luxury and wealth for our teachers; on the contrary, I believe that those who have devoted themselves to the holy calling of training the young should bid farewell to all ambition for luxury and wealth. Their part in life is plain living and high thinking. What I do argue for, however, is such a salary as will enable the teachers with reasonable economy, to enter into intellectual society; to buy books, to travel occasionally; to dress tastefully; to take advantage of all proper opportunities for self-improvement; in short to lead, but in a perfectly modest way, the life of a cultured lady or gentleman."

"The supreme argument in favor of paying such salaries is that it is only when teachers lead the lives of cultured ladies and gentlemen that they do their best work for this nation."

The policy of generosity is always profitable, as industrial experience shows. The underpaid workman is a dear workman, for his interest in his work is blighted by discontent.

One cannot work well unless his income gives him more than a bare living.

Mr. William McAndrew says:

"As a father of school children I do not want half-fed missionaries in the schools. I want my boys and girls, who must spend so many hours in the company of the teachers, to associate with hearty, healthy, handsome, well-fed, well-dressed, cultivated, first-class manly men and womanly women. It is absolutely essential to the future of this country that your children get this kind of companionship."

(b) *The Situation in Philadelphia.*—The salaries paid Philadelphia teachers render it impossible for them to live up to the ideals of personal and professional culture set forth above. Standards of professional attainments, that under a proper schedule of salaries would be required, can now only be indicated, with apologies for the suggestion of the expenditure to be incurred. The children and the community are the ultimate sufferers.

(c) *Dissipation of Teachers' Energies.*—In order to eke out their meager salaries many teachers are obliged to engage in other work outside of school hours. This is a diversion of energy which cannot fail to detract from the efficiency of the teacher. The schools will never be able to command the undivided interest of the teacher as they should, until they pay adequate salaries.

### 2. IN THE LOSS OF GOOD TEACHERS.

(a) *By Emigration to Other Cities.*—Altho there is always a great reluctance to leave a place of fixed abode and strong associations and of achieved position and reputation, yet other cities offer salaries so much greater that many of our best teachers are leaving the Philadelphia schools and taking positions elsewhere.

(b) *By Engaging in Other Fields of Work.*—Many instances may be cited of Philadelphia teachers who have abandoned their chosen profession for other professional or commercial pursuits which have offered greater pecuniary returns.

The withdrawal of the conspicuously able, vigorous, and ambitious teachers tends not only to leave the Philadelphia schools in the hands of the less competent, but also to impair the system itself by the loss of the stimulating influence of exceptional talent.

### 3. BY SCARCITY OF TEACHERS.

One of the very remarkable economic developments of recent years has been the broadening of the opportunities in commercial and professional fields of work. Incident to this has been the establishment of commercial high schools for both sexes. In Philadelphia this has resulted in attracting a large number of girls to these schools. The three-year course in the Girls' Commercial High school of Philadelphia and the prospect of employment at a fair remuneration, immediately upon graduation, has drawn into this school large numbers of girls, thus diverting many who otherwise would have pursued the longer course in preparation for teaching. The result is that the supply of Normal school graduates is insufficient to meet the present demands of our schools. In the school year of 1902-03 the supply of substitute teachers was so inadequate that it frequently became necessary to dismiss classes for want of teachers. The situation is growing worse. It is a matter of official record that 250 or more teachers are required every year to fill the vacancies created by resignation and by new appointment. In the next two years the Normal school will have graduated less than 300 teachers; therefore, it is an easy matter of arithmetic to see that within two years we shall be at least 200 teachers short of the demand.

The only way to meet successfully the new factor of commercial competition is to offer to teachers salaries sufficiently high to warrant the expenditure of three additional years in the kind of preparation now demanded for the teaching vocation. The actual and prospective necessities of the schools imperatively demand prompt and efficient action.

# The New York City Course of Study.

## Dr. Maxwell's Interpretation of It.

Before a joint meeting of the New York City Teachers' Association and the Society for the Study of Practical School Problems, Dr. Maxwell recently discussed the new course of study. His address follows.

School education involves three things: to put the child, so far as our time, our abilities, and the child's aptitude will permit, in possession of the intellectual inheritances of the race; to develop the qualities of reverence, courage, and simple-minded devotion to duty, and to develop strength and agility of body and skill of hand.

What are included in the intellectual achievements of the human race? I think we may say with President Butler, of Columbia, that there is, first, the literary inheritance; second, the esthetic; third, the scientific; fourth, the institutional, and fifth, the religious. In the course of study, literature is represented in the lowest grades by folk stories and memory gems, and in the higher grades by the stories read or told and the literary masterpieces. Our esthetic inheritance is represented by the pictures hung in the class-rooms; also by drawing and music, while the city itself presents for study examples of fine architecture.

The scientific inheritance is represented by nature study, mathematics, physical geography, and physics in the upper grades, while the institutional inheritance is represented by political geography, history, and civics.

Altho the schools are not allowed to teach any one doctrine, the religious inheritance has as its representatives ethics and the habits derived from the administration of the schools and from the study of mathematics, history, and literature.

Assuming that the literary inheritance, the esthetic inheritance, the scientific inheritance, the institutional inheritance, and the religious inheritance are represented in the course of study, we should try to teach something of each from the beginning, and not devote our time to the teaching of only one or, at most, three. I have come to the conclusion that some part of each of these five great divisions of knowledge should be represented in every grade of the course of study, for the reason that each child in whose little body and brain are included the promise and potency of everything that afterward develops into the full-grown man or woman is entitled to the harmonious development of those powers from the start.

In the second place the child's mind in the beginning craves variety, and there is nothing more deadly to that little mind than the dull and deadening grind of formal and routine study of one or two subjects. If you want to deaden the child's mind and prevent its powers ever reaching full development, keep the child in the first five years of its school life to this dull, deadening, and sickening grind.

I want to answer the objection that it is absurd to set the child to study all of these ologies and isms. The person who says that either wilfully misstates or does not understand what we are doing in the school-room. The child does not learn those subjects as separate studies. He learns facts as facts. Botany is not taught as botany or religion as religion or institutions as institutions. The younger the child the greater the variety that is needed, and as he grows older the scope is gradually narrowed, until the student striving for a degree confines his work to one or two subjects.

Having settled that something of each of these branches should appear in each grade, upon what principles are we to make the selection of the facts to be taught; upon what principles are they to be arranged?

The first principle is to select any subject which may be presented either objectively or which may immediately appeal to the imagination of the child with the strongest

power. Logical unity or continuity of studies must be observed, and the studies must be correlated, but in such a manner that the craving for variety will be satisfied. Home geography, which we speak of in the 4A, should not be limited to that grade, but should be used wherever possible, so that the child may be kept in touch with its immediate surroundings. River drainage can be shown by the gutter or the brook; the strata of the earth's surface by the excavations for a cellar; the forest by the woods in the park, while some of the parks in the city will furnish a good idea of a desert. In short I want the teachers to illustrate their work as far as possible from things near to the child.

The studies must be so arranged that there shall be logical unity, that one shall spring naturally out of what has gone before. It is only as we establish this logical bond between subjects that we are able to call up and use the knowledge that is stored up within the child. The knowledge which is put away as isolated facts will never remain very long with us. I believe that teaching without establishing such links has resulted in great harm to many characters by inculcating therein a lack of decision, because when the necessary link of association was needed it was not there to enable the child to decide aright.

One of the native impulses of the mind is to comprehend the casual relation of things, and hence mere memory work is always without interest. The child is always interested in finding out the why. By setting problems such as, Why does the water rise in a pump? Why does the mercury fall in the thermometer? we arouse and maintain interest. By keeping the links of the chain tightly bound together by developing the causal nexus, by asking and inciting the pupils to ask and to answer the question why you are forging the link of association that will enable them to call up and use knowledge when it is needed; you are drawing upon a perennial source of interest that will enliven all school work, and you are cultivating a habit of mind that enhances the pleasures of living and increases the efficiency of life.

The next principle is that of correlation, of reinforcing or illustrating one or more subjects by others. The teaching of geography may be enlivened by historical stories, as Paris, with its stories of Cæsar and Napoleon. Fix the location on the map of every important event learned in history. Draw maps of campaigns and, above all, seek explanations of the movements of peoples and the development of cities and industries in the facts of commercial geography, as the commercial supremacy of New York or the rapid growth of Chicago. Apply what is learned in one subject to the work in another. Use drawing, wherever possible to illustrate nature work. Let the children illustrate their compositions if they can explain themselves better by sketches than by writing.

In language work it will be well to remember that there are five type sentences to which all sentences can be reduced—what things are, what things do, what quality things are, what things do to things, and what is done to things. It is important to the child, not that there are five types, but that he should be taught how to mold sentences in those types. In the lower grades use these five type sentences in language work to introduce into that work a review of the work in other subjects.

Variety has been secured in our course by the principle of substitution. The child gets utterly tired of a subject by being kept at it, grade after grade, and is better able to take up the subject again with the added knowledge of the new subject.

English history has been introduced in the seventh year because the pupils are tired of American history, and because our own history grows naturally out of that

of England. The pupils get tired of the dull grind of arithmetic and by taking up involutional geometry in the seventh grade, the child is prepared for the formal study of geometry in the high schools.

All studies if properly taught, every school exercise if properly conducted, is a means of moral training and may help to build up a noble character. It is your duty to develop the three great qualities of reverence, courage, and simple-minded devotion to duty. If a child has not reverence he will have no ideals of life or conduct. Teach him to have reverence for things great and good, true and beautiful; then his own ideals will be high. But what will they avail if he has not courage to attain them? If he has both, but has not that simple-minded devotion to duty, he will never accomplish anything. Above all else are those three principles—reverence, courage, and simple-minded devotion to duty.

## New York City Syllabi. XV.

### Drawing and Constructive Work.

(Concluded.)

Grades 8A and 8B.

*Freehand Representation; Simple Composition.*—Pencil, charcoal, crayon, or brush used. The objects drawn should be from nature, from posed model, and from forms distinguished by fine line, color, and proportion.

The aim should be to secure technical excellence in rendering and composition, and appreciation of the refinements of form. The emphasis should be placed on independent analysis and execution, and upon appropriate rendering. The pupil should be afforded opportunity for the study of examples of good technique.

*Constructive Drawing and Decorative Design.*—Wood, metal, or other appropriate material used. The forms made should be those arising from the needs of the school or individual, or suggested by the interests of the home, and should follow original working drawing made by the pupil. The designs should consist of natural or decorative motives adapted to the space to be ornamented.

As an aid to the cultivation of taste, pupils should be led to observe examples of good structural and decorative design in various forms of industrial art, and should be required to apply their knowledge of construction and decoration in the forms made in school or home.

*Constructive Work.*—(Boys—in schools equipped with workshops). The use and care of tools; study of materials used; making useful forms of wood or other material from individual drawings. Application of appropriate decoration.

*Color.*—Color harmony in nature, and in pictorial, and industrial art, should be studied particularly with a view to application in design, and also in dress, and the home.

*Study of Pictures.*—The taste of pupils should be cultivated by the study of well-known pictures and other works of art; They should be required to seek information concerning the artists and their work, and should be urged to visit the museums, and to examine critically examples of industrial art and illustrations in books and periodicals.

## Manual Training Schedule. II.

By Dr. JAMES P. HANEY, Director of Manual Training,  
New York City.

Grade 1B.

Total time per week 180 minutes, to be divided into five periods of appropriate length, for lessons on drills, object drawing, illustrative drawing, color and design, and constructive work.

For half-day classes: The lessons in object drawing and constructive work are suggested.

*Line Drills.*—A lesson on drills should be given the day before each lesson in object drawing. Backward pupils should practice these drills upon the blackboard.

Aim to secure in this practice correct pencil holding, flexible wrist, and free arm movement.

For the last five weeks a lesson on plant form drawing should be substituted for the drill lesson.

*Object Drawing Lessons.*—One lesson each week.

Aim to secure large drawings centrally placed. Emphasize proper pencil holding and free arm movement.

In plant form drawing aim at true direction of line and shape of mass. Use color where possible.

In object drawing use crayon or pencil; in plant form drawing, crayon, chalk, charcoal, or brush.

1. Drill on straight lines.
2. Square object, as handkerchief.
3. Oblong object, as flag with diagonals.
4. Oblong object, as envelope.
5. Oblong object, as storm flag with ball.
6. Triangular object, as pennant with ball; or vegetable or fruit form in mass.
- 8, 9. Circular object, as hoop, plate, fan.
10. Semi-circular object, as fan; or vegetable or fruit in mass.
11. Flat object, with handle, as beach or other shovel, or numeral frame.
12. Flat object, as square storm flag, with square in the center.
13. Plant form, as grasses, or vegetable in mass.
14. Plant form, as grasses, in mass, or simple leaf in outline.
15. Plant form, as grasses, in mass, or simple leaf in outline.
- 16, 17. Grasses, or simple flower in mass, or leaf in outline.

*Illustrative Drawing.*—A lesson each week, as appropriate opportunity offers, in connection with language work (poems, stories, etc.), nature study (plants, animals, natural phenomena, etc.), individual experiences (occupations, games, holidays, etc.).

Aim to secure clear, simple, expressive drawings, telling the story in the child's way. Suppress details and develop idea of action and proportion. Have no copying.

LESSONS IN CONSTRUCTION, COLOR, AND DESIGN.

(Two lessons each week.)

*Construction.*—Aim to develop skill and neatness in the making of forms representing familiar objects.

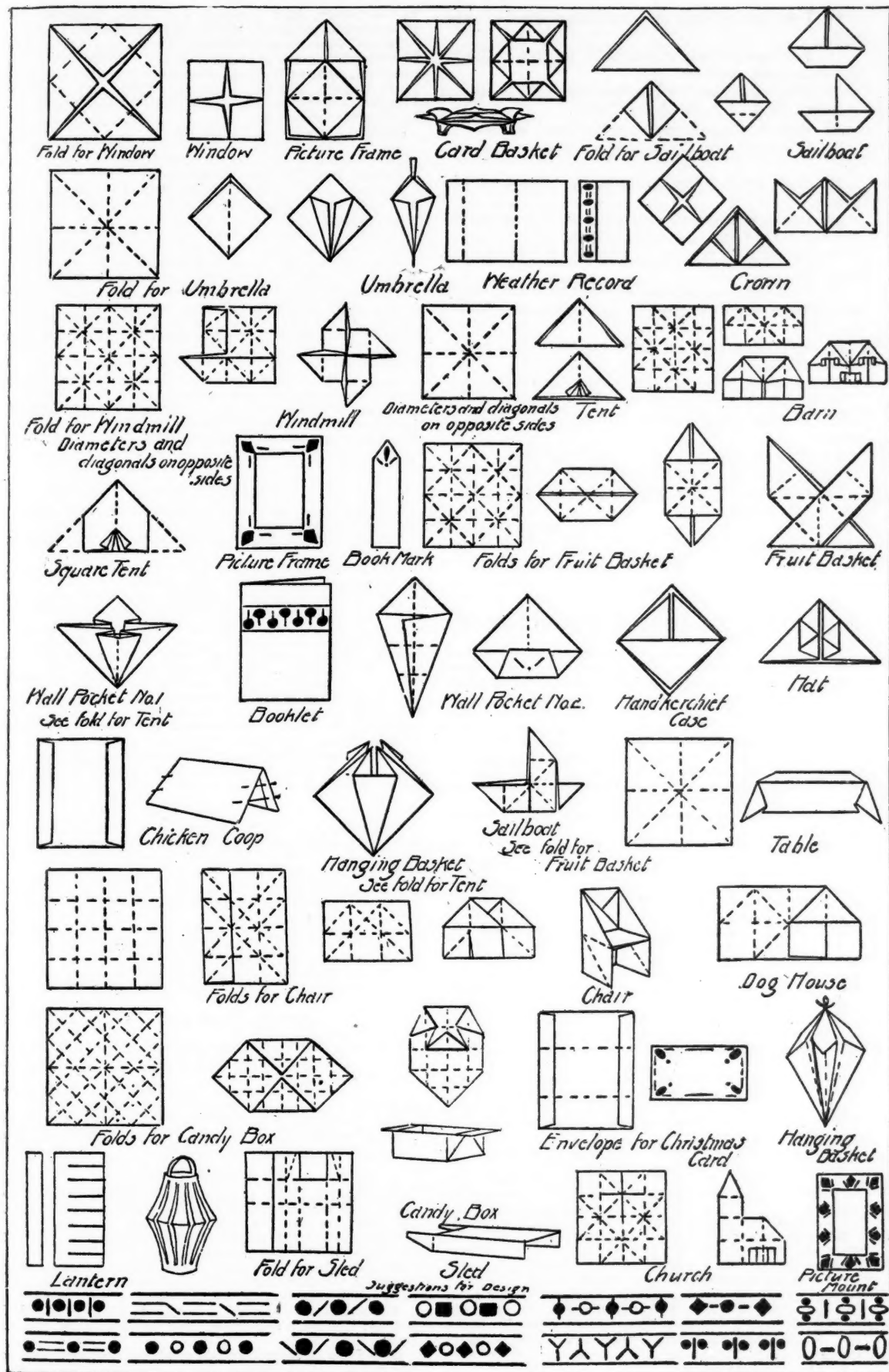
*Design.*—In the decoration of constructed and other forms aim to secure regularity in spacing and arrangement of simple units, showing alternation of position, form, or size.

*Color.*—Aim to develop recognition of the six standard colors, as they appear apart, and in the study of color in nature, design, and construction.

In the following lessons the exercises are suggested by the seasons, holidays, and pupils' interests. Other forms than those indicated may be substituted after consultation with the special teacher.

Use paper, sticks, raffia, or other appropriate material.

1. Lay on desk, dictated and original borders: two kinds of tablets.
2. Practice drawing original borders: spots of different shapes, or lines and spots.
3. Make form, as valentine, and decorate (original border spots and lines).
4. Lay spectrum (twelve or eighteen colors).
5. Fold window or hat; or free cutting—straight and curved lines.
6. Fold picture frame; or free cutting—hatchet, hat, gun, drum, etc.
7. Matching red and orange in fruits, vegetables, or textiles.
8. Fold card basket, or make kite; or free cutting—kite, top, etc.
9. Practice drawing original borders (lines and spots).
10. Practice drawing original borders (units showing combinations of two elements).
11. Fold and decorate form, as envelope for weather record or for pictures (original border, lines and spots).
12. Fold crown or windmill; or free cutting—fruit or vegetable.
13. Review yellow and green in nature and textiles.
14. Practice drawing original single units (combinations of two elements—lines or spots) and practice borders.
15. Practice original borders (lines and spots).
16. Fold and decorate form, as Easter card, booklet, or envelope (original border).



17. Fold tent or barn; or free cutting—fruit or vegetable.
18. Fold square tent, or umbrella; or free cutting—umbrella, boot, shoe, etc.
19. Fold wallpocket No. 1, or seed box; or free cutting—animal form, or vegetable, or fruit.
20. Review blue and violet in nature and textiles.
21. Fold wall pocket; or free cutting—rake, shovel, etc.
22. Make form to be decorated, as booklet for pictures.
23. Practice original borders (lines and spots) for decoration for form made in 22nd lesson.
24. Decorate form made in 22nd lesson (original borders, lines and spots).
25. Fold handkerchief case, or make chicken coop, or make May wreaths; or free cutting—leaves, tree, basket, etc.
26. Fold table, chair, or flower basket; or free cutting—tree, house, etc.
27. Matching colors in textiles or natural forms.
28. Make form, as picture mount or fan.
29. Practice original units (two elements—lines and spots).
30. Practice original borders, lines and spots.
31. Decorate form made 28th lesson; original border.
32. Fold sofa or make flag; or free cutting—animal form, leaf, flower, etc.
33. Fold hanging basket; or free cutting—animal form, action figure, etc.
34. Matching colors in flowers, leaves, etc.

## National Educational Organizations.

THE SCHOOL JOURNAL wishes to publish a complete directory of national educational organizations. Will officers please report corrections and desired additions to the editor, 61 East Ninth Street, New York.

**American Association for the Advancement of Science.**—President, Carroll D. Wright, president, collegiate department of Clark university, Worcester, Mass.; permanent secretary, L. O. Howard, Cosmos Club, Washington, D. C.; general secretary, Ch. Wardell Stiles, Washington, D. C.; secretary of the Council, Charles S. Howe, Cleveland, Ohio; treasurer, Prof. R. S. Woodward, Columbia university.

**American Historical Association.**—President, Capt. Alfred T. Mahan.

**American Institute of Instruction.**—President, Charles H. Keyes, Hartford, Conn.; secretary, William C. Crawford, Boston; treasurer, Alvin F. Pease, Malden, Mass. (Is over seventy years old and has but 240 members of whom all but six reside in New England.)

**American League for Civic Improvement.**—President, J. Horace McFarland, Harrisburg, Pa.; vice-presidents, Edmund J. James, Evanston, Ill., Mrs. Louis Marion McCall, St. Louis, Theodore Marburg, Baltimore, Md.; recording secretary, O. McG. Howard, Chicago; field secretary, E. G. Routzahn, Dayton, Ohio; corresponding secretary, Charles Zueblin, Chicago university.

**American Social Science Association.**—President, John Graham Brooks; honorary president, Frank B. Sanborn, Concord, Mass.; president of board of directors, Charles W. Eliot, Harvard university.

**Association of Gymnastic Directors of Colleges.**—President, Dr. P. C. Phillips, Amherst college; vice-presidents, Dr. Edward Hitchcock, Jr., Cornell university, Dr. Fred E. Parker, Brown university; secretary-treasurer, Dr. James A. Babbitt, Haverford college.

**Department of Superintendence, N. E. A.**—President, Supt. Henry P. Emerson, Buffalo; vice-presidents, E. B. Cox, Xenia, Ohio, and J. W. Abercrombie, Alabama university; secretary, J. H. Hinemon, Little Rock, Ark. (Part of the N. E. A., but holding a mid-winter meeting, it occupies in a measure an independent place as a national organization.)

**Educational Press Association of America.**—President, C. W. Bardeen, Syracuse, N. Y.; vice-president, C. M. Parker, Taylorville, Ill.; secretary, Harlan P. French, Albany, N. Y.; treasurer, John MacDonald, Topeka, Kans.

**International Kindergarten Union.**—President, Annie Laws, Chicago; vice-presidents, Lucy H. Symonds, Boston, Jenny B. Merrill, New York; secretary, Evelyn Holmes, Charleston, S. C.; treasurer, Stella Wood, Minneapolis; auditor, Georgia Allison, Pittsburg.

**Kindergarten Convocation.**

**National Commercial Teachers' Federation.**

**National Council of Education.**—President, Frank A. Fitzpatrick, Boston; vice-president, Joseph Swain, Swarthmore,

Pa.; secretary, Supt. James H. Van Sickle, Baltimore, Md. (Membership restricted, but Council is part of N. E. A.)

**National Educational Association.**—President, John W. Cook, Northern Illinois state normal school, De Kalb; first vice-president, Charles W. Eliot, Harvard university; secretary, Irwin Shepard, Winona, Minn.; treasurer, Supt. McHenry Rhoades, Owensboro, Ky. (Has eighteen departments with 34,868 active members.)

**National Elocutionists' Association.**

**National Federation of Teachers.**—President, Margaret A. Haley; recording secretary, Annette Rosenthal.

**National Music Teachers' Association.**

**National Society for the Scientific Study of Education.**—President, Nicholas Murray Butler, president of Columbia; secretary, Charles A. McMurry, DeKalb, Ill.

**Society of Educational Research.**—President, Supt. A. B. Poland, Newark, N. J.; vice-president, Supt. Charles A. Gorton, Yonkers, N. Y.; permanent director of research, Dr. J. M. Rice, editor of *The Forum*; secretary-treasurer, Editor Ossian H. Lang; other members of the executive committee, Supt. Austin H. Keyes, Lee, Mass., Supt. Henry Snyder, Jersey City, Supt. Charles W. Deane, Bridgenort, Conn., Supt. Everett C. Willard, Stamford, Conn., and Prin. Oliver P. Cornmann, Philadelphia.

**Society of Secondary School Physical Directors.**—President, E. B. DeGroot, Lew is institute, Chicago; vice-presidents, Lory Prentiss, Lawrenceville school, N. J., M. F. Sweeney, Hill school, Pottstown, Pa.; secretary, O. F. Manahan, Hotchkiss school, Lakeville, Conn.; treasurer, H. S. Anderson, University school, Cleveland, Ohio.

## Coming Meetings.

Nov. 25-27.—Oregon State Teachers' Association, Eastern Division, at Pendleton.

Nov. 26.—Southeastern Kansas Teachers' Association, at Independence.

Nov. 26-27.—South Central Missouri Teachers' Association, at Seymour. J. A. Hylton, Ava, secretary.

Northwestern Kansas Teachers' Association, at Woton.

Southwestern Kansas Teachers' Association, at Garden City.

Western Kansas Teachers' Association, at McCracken.

Nov. 27-28.—Massachusetts Teachers' Association, at Boston. Supt. Louis P. Nash, Holyoke, president.

Lake Superior Teachers' Association, at Superior, Wis.

North Texas Teachers' Association, at Bonham.

Nov. 29-30.—Eastern Ohio Teachers' Association, at Zanesville. W. H. Maurer, Steubenville, president; Miss Myrtle Young, Roscoe, secretary.

Northwestern Ohio Teachers' Association, at Toledo. W. W. Chalmers, Toledo, president; Miss Mame I. Gleason, Defiance, secretary.

## Thanksgiving Week.

Central Kansas Teachers' Association, at Hutchinson.

Dec. 4-5.—New Jersey High School Teachers' Association, at Newark. W. A. Wetzel, Trenton, president; Miss Cornelia E. Macmullen, South Orange, secretary.

Dec. 26-27.—Illinois State Teachers' Association, at Springfield. W. L. Steele, Galesburg, president; J. M. Bowlby, Carbondale, secretary.

Dec. 26-28.—Colorado State Teachers' Association, at Denver. John Dietrich, Colorado Springs, president; J. B. Ragan, Denver, secretary.

Wisconsin State Teachers' Association, at Milwaukee.

Karl Mathie, Wausau, president; Thomas W. Boyce, secretary.

Dec. 28-31.—National Commercial Teachers' Federation, at Cincinnati, Ohio.

Dec. 29-31.—Michigan State Teachers' Association, at Ann Arbor. E. D. Palmer, Mason, president; O. C. Frederick, Detroit, secretary.

Dec. 30-Jan. 3.—California State Teachers' Association, at Pacific Grove. A. E. Shumate, San Jose, president.

Dec. 31-Jan. 3.—Nebraska State Teachers' Association, at Lincoln. Supt. J. D. French, Hastings, president; Miss Susan Hinman, David City, secretary.

## Christmas Week.

New York State Associated Academic Principals; Association of Grammar School Principals; Science Teachers Association; Training Teachers' Conference, at Syracuse.

Idaho State Teachers' Association, at Moscow. Supt. C. W. Vance, Wallace, president.

Missouri State Teachers' Association, at Kansas City. George B. Longan, Kansas City, president; S. R. Bradley, Springfield, secretary.

Montana State Teachers' Association, at Helena. J. G. McKay, Hamilton, president; Miss Ida Fullerton, Helena, secretary.

Ohio State Association of Township Superintendents, at Columbus. D. H. Barnes, Osborn, president; J. R. Clark, Springfield, secretary.

Indiana State Teachers' Association, at Indianapolis. Prof. W. P. Hart, secretary.

## Notes of New Books.

There are many books on civil government and most of them are admirable in many ways, but few of them are simple enough for the average boy or girl. Now this ought to be made one of the most interesting subjects in the whole round of studies. It can be so made if presented in the right way. If it is the business of a democracy to educate, it is surely its business to show every pupil under its care how our institutions are carried on. Hence we think all friends of the public schools owe Mr. Charles De Forest Hixie a debt of gratitude for explaining the principles of government so admirably in his *How the People Rule*. It is intended for pupils below the grade of the high school. As these include the great majority, it will be seen how necessary it is that they are instructed in the principles of self-government. The author begins with the city, town, and village, and proceeds to the county, state, and nation; he uses many familiar illustrations; he explains how and why taxes are raised. All the way thru he explains the whys and the wherefores. The questions at the ends of the chapters will be found to be great helps. (Silver, Burdett & Company, New York. Price, \$0.40.)

*Mechanics, Molecular Physics, and Heat*; A Twelve Weeks' College Course, by Robert Andrews Milliken, Ph.D., assistant professor of physics in the University of Chicago. Professor Milliken aims to present a book that shall combine the study manual with the corresponding laboratory experiments. In this book he gives the theory of each special subject, demonstrates that as fully as possible by mathematical formulæ, and then sets to work to confirm the conclusions by experimental proof. The selections of apparatus and experiments are admirable upon this plan. The student who has completed this course must have a clear conception of the controlling physical forces and their methods of action, and he must be able to make accurate measurements with patient awaiting of results. Newton's laws are clearly stated and well demonstrated. Moments are carefully determined. Latent heat, specific heat, and calorimetry secure full consideration. The density of gases is given a clear solution, with the causes which produce ordinary variation. The illustrations are clear. (Ginn & Company, Boston. List price, \$1.50; mailing price, \$1.60.)

The Twentieth Century edition of Pitman's *Abridged Short-hand Dictionary* will meet the needs not only of the beginner in his study, but of the more skilled operator as well. It contains all the common words in reporting style, and at the end is a complete list of grammalogical and contractions. It is neatly bound in leather and is just the right size to be carried in the pocket. (Isaac Pitman & Sons, London and New York. Price \$0.85.)

The Handy Volume Classics, pocket edition, is a series of 18-m. volumes finely printed and bound in red cloth, with gilt designs and lettering. The literature contained in these little books is some of the world's best. One of these volumes contains *Past and Present* by Thomas Carlyle, with an introduction by Frederic Harrison. In this the Sage of Chelsea has enshrined some of his wisest, wittiest, deepest thoughts. It is the book in which he gives us the most varied examples of his different gifts. *Elizabethan Dramatists*, with an introduction and notes by George Ansel Watrous, A.M., gives us a view of a few of that brilliant galaxy of writers who have shed luster on the age of Elizabeth, without the aid of the greater genius of Shakespeare. The old dramas here given are Marlowe's "Dr. Faustus," Jonson's "Every Man in his Humour," and Beaumont and Fletcher's "Philaster." *The Autobiography of Benjamin Franklin* is a book which has an unflinching interest for the young. Every boy should read the story of the life of this brilliant American. This edition has a biographical introduction by Nathan Haskell Dole. *Montaigne's Essays*, translated by Charles Cotton, and edited, with biographical introduction by W. Carew Hazlitt, forms one of the volumes. The essays of Montaigne, which belong to the most celebrated writings of the sixteenth century, make up a magazine out of which such writers as Shakespeare and Bacon did not scruple to help themselves. They are full of every day wisdom. (T. Y. Crowell & Company, New York. Price, thirty-five cents a volume.)

*Shakespeare's Merchant of Venice*, revised edition, edited with notes by William J. Rolfe, Litt.D.—The popularity of this edition of Shakespeare has been extraordinary, and since its first publication it has been used more widely both by schools and by the general reading public than any other similar edition. This first volume of the new edition has been entirely revised and reset, and appears with every possible mechanical improvement. The book is smaller and more convenient in shape, and plentifully supplied with attractive illustrations. The greater part of the notes on textual variations have been omitted, as the text of Shakespeare is now virtually settled. In place of many of the "critical notes"

Dr. Rolfe has substituted notes of his own, and has also added more of the same kind in the appendix. A concise account of Shakespeare's meter has also been inserted. (American Book Company, New York. Price, \$0.56.)

*Our Times Handy Cyclopedia and World Atlas* is a little book of information containing in all 476 pages. There are colored maps of all the states and territories of the United States, the provinces of the Dominion of Canada, and of every country and civil division upon the face of the globe. These maps are wonderfully complete and accurate, considering their size, and for all ordinary purposes are better than those in the most complete atlas published because the book is so easily handled. The information may, in general, be classified under historical, political, and commercial, but there are many subclassifications. It is wonderful how much has been put in small space. On a page or two in each case are given all the main facts about a political division. All students of current events, in or out of the schools, should have this book. It will be found advantageous to secure it when subscribing for *Our Times*. (E. L. Kellogg & Company. Price, to teachers, \$0.35.)

*Tales and Customs of the Ancient Hebrews for Young Readers* is a little book in which Eva Herbst, of the Cincinnati schools, has told the stories of some of the famous men of the Bible. It is intended for primary pupils, and hence the language has been adapted to their stage of development. The stories told so admirably are those of David, Moses, Ruth, Joseph, David and Goliath, and David and Jonathan. The book will be all the more welcome just now as it fits in so nicely with the "International Sunday School Lessons." A number of drawings are furnished by Milton Herbst. (A. Flanagan Company, Chicago and New York. Price, \$0.35.)

*A New German Grammar*, by Marion Dexter Learned, Ph.D., professor of Germanic languages and literature in the University of Pennsylvania.—Prof. Learned has constructed his grammar on a novel plan. He states the elementary part at the top of each page and separated from this by a heavy line detailed, exhaustive, frequently historical matter at the bottom of the page. His reason for this plan is that the advanced student who is doing the work at the bottom of the page will frequently consult the elementary part above which he cannot master too thoroly. While this is true, and while the fuller explanations will frequently be helpful to the teacher, this plan makes the book somewhat inaccessible for reference. In the first part too much material is offered in comparison with the amount of exercise work and the vocabulary is not particularly well chosen from a pedagogical point of view. A chapter of "Easy Colloquial German," arranged in such a manner as to illustrate grammatical rules deserves commendation. A book of such importance can hardly be discussed adequately within the limits set here, and the teacher is referred to the "Modern Language Notes" and the *Journal of English and German Philology* which no doubt will contain sufficient exhaustive reviews. (D. Appleton & Co., New York.)

## An Old Timer

Has Had Experience.

A woman who has used Postum Food Coffee since it came upon the market eight years ago knows from experience the necessity of using Postum in place of coffee if one values health and a steady brain.

She says: "At the time Postum was first put upon the market I was suffering from nervous dyspepsia and my physician had repeatedly told me not to use tea or coffee. Finally I decided to take his advice and try Postum and got a sample and had it carefully prepared, finding it delicious to the taste. So I continued its use and very soon its beneficial effects convinced me of its value, for I got well of my nervousness and dyspepsia.

"My husband had been drinking coffee all his life until it had affected his nerves terribly. I persuaded him to shift to Postum and it was easy to get him to make the change, for the Postum is so delicious. It certainly worked wonders for him.

"We soon learned that Postum does not exhilarate or depress and does not stimulate, but steadily and honestly strengthens the nerves and the stomach. To make a long story short our entire family have now used Postum for eight years with completely satisfying results, as shown in our fine condition of health, and we have noticed a rather unexpected improvement in brain and nerve power." Name given by Postum Co., Battle Creek, Mich.

Increased brain and nerve power always follow the use of Postum in place of coffee, sometimes in a very marked manner.

Look in each package for a copy of the famous little book, "The Road to Wellville."

# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING NOVEMBER 21, 1903.

## Co-operation of School with Home.

Many over-anxious teachers grieve because their well-meant efforts in behalf of the young at school are not appreciated by the parents. They complain in print and from the platform that the homes destroy the best fruits of their labors in the school-room. Their pillows are drenched with bitter tears because of the harsh words from displeased parents. Why will not parents understand? Why will they not hold up the teachers' hands? Why will they not co-operate with the teachers? Why do not parents visit the school to learn what education means?

Oh, the folly of it, the folly of it! If only the eyes of the teachers could be opened to see the true relations of things! Tears and complaints and groanings would give way to a determination to learn how best to co-operate with the parents in supplying to their children the choicest education possible. Parents are not hobgoblins to frighten the teachers when walking in the darkness of discouragement. Neither are they so perverse as to wish for their children evil instead of the good they might have. On the contrary, parents as a type are far more anxious to give good gifts unto their children than are the teachers as a type. They recognize in their children their own ideal selves, and are anxious that what they themselves could not attain should be vouchsafed to these children. Let the parents but be convinced of the relative values of the gifts the school offers, and they will invariably choose the best. Co-operation of the school with the home must become something real. Instead of sorrowing that parents do not visit the school, let us regret that so few teachers visit the parents of their pupils. The home is the educational center for the child. Before long we hope to see a dream of ours realized: To have the common schools recognized as the educational centers for the families.

## The American Idea.

In working out the common school problem, America must necessarily strike out upon untrodden ground. There is much to be learned from the experiences and the matured thought of educators in other countries and other ages toward the removal of difficulties in the way, toward the discernment of dangers, toward the obtainment of a proper perspective, toward distinguishing the mirage from the reality. That explorer is best equipped who possesses the broadest knowledge of geography, mathematics, and the physical sciences. A knowledge of the known world is the best preparation for the exploration of unknown worlds. But the equipment must not become a burden. The pleasures of the highway must not tempt him away from the hardships of the trail. Nor should the shelter afforded by the ruts worn deep by European schoolmasters persuade him to abandon the broad plain over which he must find his route to the new goal upon the attainment of which America has built her inmost hopes. Let the thought material be gathered from the treasure stores of the Everywhere. The thought itself must be original and free, and in tune with the foundation ideas of our democracy.

The origin of the European school is wholly different from that of the American school. Germany, France, and England, to which the teacher looks particularly for guidance, had the blessing of schools imposed upon them by missionaries and other representatives of the Christian church hierarchy. The purpose was to train

up the young for church duties. Thru contact with Greek civilization as transmitted by the Arabs and Arabian influence, the curriculum of the European school has broadened, to include worldly pursuits. Gradually the school was turned into an educational institution, controlled by the church and the state with varying degrees of hegemony. One thought prevailed—silently no doubt, but none the less emphatically—the state or the church wrested the child from the educational control of the parent, on the day of entrance into school. The teacher represented the church, or the state, or both, as a subordinate agent. *In loco parentis* stood for "in place of the church or the state." In other words, the parents exercised only to a limited degree, and by concession chiefly ecclesiastic, any authority in the education of their offspring at school. They were granted even less rights than are left, with us, to the uncivilized Indian parents of the plains, whose children are often removed from their control by the agents of the nation. The influence of origins is strong.

How different the rise of the American common school! The founders were members of the church, not subjects. They made the church; the church was not made for them. They constituted a theocracy without ecclesiastic rulers—or shall we call it a democracy, with the proviso that the law of the Deity was the only authority recognized above the *demos*? The old New England church, in other words, was a religious union of self-governing families. When we state that the common school was the child of the Pilgrim Fathers' church, we must bear in mind the democracy of that church. Here is a fundamental difference between the American common school and the public schools of Europe. Wherever the American spirit prevails the common school is the educational center of the community united for the purpose of meeting the educational responsibilities rightly belonging to the several families. If this grand institution is to remain true to the thought at its foundation, the interest of the parents in the school is the most vital element to its preservation. Parents must be made and kept conscious of their educational duties by every means in the power of the school. The American parent is not an assistant of the school teacher; the teacher is his assistant. The problem with us is not how to make the home co-operate with the school, but how to make the school co-operate with the home. These are fundamental differences, worth pondering over deeply. There is more in them than the simple statements express.

## Sunday School Day.

What has struck the powers that be to tamper with the annual Sunday school parade in Brooklyn? For seventy-five years Brooklyn has enjoyed the distinction of this beautiful procession of thousands of children, as a testimony to the religious instruction given to the young in evangelical churches. It has been almost the only effective demonstration impressing by inference upon the populace that the children have precious souls, and that there are people who make it their care to point out to the children the way to the waters of life. Many a pessimist who foresaw the early fall of the great Nineveh of democracy dismissed from his mind the dark forebodings when he beheld the joyous host of children marching with the banner of their country and the flags of their religious denominations at the head of their columns, to the songs that breathed comfort and courage to their elders before them. The hope of the city, the hope of the country, was represented by that host. And now some wise arithmetician has figured out how many minutes these thousands of children lose of their school time, in consequence of participation in the Sunday school parade. The lamest kinds of excuses are advanced to give to his utterances a semblance of justification. The generous suggestion is made that the parade be continued by all means, but on a Saturday and not a Friday

afternoon as heretofore. The reasons there have been and still are for a preference for Friday over Saturday may not appeal to the destructionists, but they are none the less real. On Saturday the mothers, and frequently the children too, are kept busy by purchases, house cleaning and other preparations for the Sabbath. Furthermore the presence of the children at their houses of worship after the parade, and the social hour spent there with refreshments, leave these places of assembly in no fit condition for the morrow. The day intervening between the now traditional Friday and the Sabbath contributed in no small measure to the popularity of Sunday school day. Whose hand is it that dares to touch Brooklyn's worthy historic institution? Let us hope that it is not the hand of one laying claim to the honored title of educator. The common school is in duty bound to respect so magnificent an educational union of parents as Brooklyn's annual Sunday school day represents.

In the estimate of Superintendent Cooley's administration of the Chicago school system, Dr. Tompkins refers to the progress made in establishing a reliable merit list for the city. An example is furnished in the listing of graduates from the Chicago normal school. They are now averaged from the independent markings of all their teachers thruout the course. These markings are revised by the estimates of principals on four months of cadet work. The date of graduation affects nothing, as the idea is that the child is entitled to the teacher of greatest merit. The poorest candidates are thus continually pushed back and out until the necessities of the system call them in. The day of "pull" is everywhere coming to an end.

The efforts of the teacher for cleanliness do not always strike a responsive chord at the homes of the pupils. The idea there seems to be that the "public school" is free to the public on no conditions whatever. An owner of a tenement, being of a philanthropic tendency (or rather his wife being such) put in a bath tub for each family. An Italian family moved in and thought the tub an excellent place to keep coal and proceeded accordingly. A teacher having tried very hard to have a little girl come to school with clean hands and clothes found it necessary to write a note to her parents. The next morning an older sister with an extraordinary hat projecting over her in front came to the school and said to the teacher: "Mother says Mary comes to school to learn and you needn't send any more letters to us that she's dirty and smells bad; she can learn just as well."

Some newspapers have gone so largely into fiction that a statement of fact must, before long, appear strangely out of place in their columns. Several of the Chicago papers and Western correspondents of Eastern tenderfoot periodicals are especially well skilled in discovering pegs to hang products of their imagination upon for the entertainment of their patrons. When a Chicago newspaper prints an item with reference to school affairs we usually write to someone likely to know for the real facts in the case, before taking note of it in these columns. Here is an example. Miss Catherine Goggins is widely known to teachers thruout the country, so a chance to write a sensational story about her is a powerful temptation to the average Chicago newspaper man. The teacher, who has worked so nobly for the improvement of the teachers' condition, broke down in health last spring and obtained leave of absence. In September she decided that she must have a longer time for rest and asked Superintendent Cooley to have her name placed on the unassigned list, in conformity to the rules of the school system. Her request was granted. Result: a newspaper story, with this headline in large type: "Miss Goggins is Out—Jarring Teacher is Placed on Unassigned List—Cooley Gives as Reason Many Absences from Work—Election to Federation Office Brings a Leave Request—Instructor Long Thought Antagonistic to Board Mem-

bers." Can we expect fair treatment of any matter from a paper which will, with a full knowledge of the facts, print such stuff? Miss Goggins has made no protest, as that would only furnish food for more gossip. The best wishes of the teachers are with her. May her former health and strength be restored to her soon.

In his first address of the year to the students of Columbia college, Dean Van Amringe deplored the present neglect of study of the Bible. He clearly and forcibly called the attention of the young men before him to the fact that it was their duty to help counteract modern utilitarian opinions and the lack of reverence which such are apt to engender.

### The Day's Work.

In a recent talk before the Harvard Graduate club, President Eliot laid down a schedule of work for the student and professional man. Regularity of method and simplicity of diet he declared to be the great essentials. He advocated rising at about six o'clock; light exercise, breakfast, and the planning of the day, occupying the time until nine o'clock, when the active work of the day should begin. From that time until 1 P. M. it is especially essential that the mind be concentrated on the work in hand. During the luncheon hour work should be dismissed from consideration; then work of a lighter nature may profitably occupy the next two hours. The hours from four to six should be devoted to out-of-door exercise; from six to eight to dinner and amusement, and from eight to ten for work. Ten o'clock is, ordinarily, a suitable hour for retiring.

### Reports From the Juvenile Court.

Justice Julius M. Mayer, of the court of special sessions of New York, has contributed an article to *Charities*, which deals with the crime of juvenile law-breakers. He discusses this subject from the standpoint of the work of the juvenile court. The first year of the new court ended Sept. 2, about 7,400 children under the age of sixteen years having been arraigned.

Justice Mayer says that the lack of knowledge of the first principles of practical civics is one reason for innocent offenses of mischievous children. The subject of the temptation of children is considered at some length. Parents' failure to supply their children with spending money is one of the principal causes of crime among children.

The "Fagens" of the lower east side are a tremendous power for evil. They induce the boys, and sometimes the girls, to steal. In many cases, the parents are respectable hard-working people. The children often have good school records, but the difficulty is that they have no money to spend, so that their desire to have what other children have cannot be gratified. Thus, the "Fagen" finds an easy subject when he points out to the child that it will get a certain percentage of the proceeds of any theft which it accomplishes successfully. The "Fagens" threaten bodily harm, and, between the temptations of gain and the feeling of fear, the children come completely under their control.

The children who most easily fall victims to these vultures are those of recent immigrants, whose struggle for existence is hard and who seem to give but little attention to their boys and girls. Junk dealers also tempt the young to steal stuff that can be sold.

The class of children who commit crime, because of parental neglect or incompetency, include children of the intemperate, dishonest, and vagabond. The most difficult cases to deal with, however, are boys whose parents are industrious and reputable, but who seem to have no conception at all of their duties toward their children.

The difficulty with children with, what may be called criminal tendencies, those living in bad environment, is, that it seems impossible to arouse in them a moral sense or appreciation of wrong. Their sole standard is not to

get caught. Ordinarily children of this class are not amenable to kindly influence. They must be checked quickly and strongly, and the discipline of the reformatory has thus far proved, in many cases, the only effective remedy.

### To Solve the Indian Problem.

A conference on Indian affairs was held at Lake Mohonk, N. Y., during the week of October 19. At the final session the Rev. Dr. Lyman Abbott introduced the platform. Some of the more important sections read as follows:

"In dealing with the Indians the objects to be accomplished are no longer questioned. They are the abandonment of the reservation system, discontinuance of Indian agencies, such education of all Indian children as will fit them for self-support and self-government, access to the courts for the protection of their rights, amenability to the law in punishment for their crimes, the same liberty that white men enjoy—to own, buy, sell, travel, pay taxes, and enjoy in good governments the benefits enjoyed by other taxed citizens—and by these means a speedy incorporation of all Indians with all the rights of citizenship into the American commonwealth.

"Whenever practical the education of Indian children should be provided for in the schools, in the states or territories, if necessary, for untaxed Indians, at federal expense, or out of Indian funds.

"The Indians should be encouraged in industrial arts, both in the preservation of their own and in the acquisition of ours."

A resolution was passed asking Congress to make some provision, as soon as possible, for extending school privileges to the whites of Indian Territory. The school question there presses most heavily upon the white population. Thousands of white children are growing up without educational facilities, because the Indian schools are not generally open to them. In some sections the whites are providing their own schools, but these are completely inadequate.

### Germanic Treasures at Harvard.

The Germanic museum at Harvard university, proposed years ago by eminent German-Americans and fostered by Emperor William, was dedicated on November 10. The gifts from Emperor William were presented to the university and the Germanic museum association, by Baron Von dem Bussche-Hadenhausen. They were accepted by President Eliot on the part of the university, by Prof. Kuno Francke for the museum, and Carl Schurz for the association.

Professor Von Jagemann presided, delivering an address in which he said that the purpose of the museum was "to give our students a true conception of what Germany stands for in modern civilization, what her ideals have been, and what she has contributed to the world's best intellectual possessions."

Baron Von dem Bussche-Hadenhausen in presenting the gifts said:

"If it is true that there is much for Germany to learn in the United States, it is equally obvious, on the other hand, that the foundations of modern civilization can only be studied from written and other documents, dating from past centuries, in the possession of which Germany, among all countries of Europe, is particularly fortunate.

"To facilitate the study of these documents as they appear in all such monuments which the industry and the genius of past German generations have created, the idea was conceived to build up on this side of the ocean a museum which would enable the study of the development of German sculptural art from the very commencement of its existence.

"When his Majesty the German emperor heard of what was being contemplated he became very much interested in the project, and gladly seized the opportunity to contribute to so important a work. He sent to Harvard university a collection of reproductions of typical

German sculptural monuments, from the eleventh to the eighteenth century, hoping that they will kindle the interest and encourage in the United States the study of the sculpture of our ancestors, who, to a great extent, are your ancestors as well."

President Eliot, in responding, referred to "the generous and suggestive act of his majesty the German Emperor" and said: "That act was unique in the history of this university, and indeed in the history of education."

Letters were read from Prof. A. C. Coolidge, of Harvard, announcing his gift of 10,000 German historical works to the university library, to be called the Hohenzollern collection, in commemoration of the recent visit of Prince Henry. He also announced the gift of fifty galvano-plastic reproductions of the German silversmith's art from the middle ages to the eighteenth century, from German scholars, high officials, capitalists, and men of affairs.

This collection is now on exhibition in Berlin. The money required to prepare the work was collected quietly and intrusted to the Royal Museum of Industrial Art to carry out the wishes of the givers.

It was decided to select the goldsmiths' work from the twelfth to the seventeenth centuries for illustration, and replicas of fifty-five cups of various designs, and basins, and dishes were made by an electroplating process to compose the gift.

The articles are principally the work of Nuremberg and Augsburg goldsmiths of the period when this art was at its maturity. Many of these objects are now in the possession of princely houses, municipalities, and museums.

Emperor William has permitted the reproduction of several of the finest pieces in his collection, including the so-called Emperor's cup of the sixteenth century.

The largest group consists of sixteen pieces from the town hall of Luxemburg, now in the possession of the Berlin museum. Among the other pieces are the so-called Landschadenbund cup; the Luther cup, presented to the reformer upon his marriage, by the Wittenberg Town Council; and the Corvinus cup, which King Corvinus, of Hungary, presented to the Vienna council in 1462.

### German Commercial Schools for Women.

German cities have given the commercial education of women a great deal of attention. About two years ago the chambers of commerce in several cities took up the question of the education of women for business. It was argued that the advent of women in stores and factories, as bookkeepers, stenographers, and in other capacities, had become characteristic of business life; that there are more women than men in Germany; that the number of unmarried women is on the increase, especially in the large cities of the empire, and that the plan of employing girls in business houses should be encouraged.

Berlin started the commercial schools. The chamber of commerce held that the better young women are trained to fill business places, the better they will serve their employers, and their remuneration and social standing will be improved. Three schools were opened in Berlin and they have a total attendance of 800 students. Stenography, bookkeeping, correspondence, commercial law, and commercial geography are taught. No applicant is admitted unless she can prove that she possesses sufficient knowledge to profit by the instruction. Many of the rejected applicants are helped to take a longer course in the common schools.

In Cologne, the commercial school has about 200 pupils. In connection with it is a museum containing many articles of manufacture and materials of commerce which have been provided thru the generosity of the merchants and manufacturers of the city.

There are similar schools at Dusseldorf, Munich, and Cassel. They are all under the control, either of the chamber of commerce or the municipality.

## The Busy World.

Henry Vignaud, secretary of the United States embassy at Paris, has published a book devoted to establishing the date of Columbus's birth. The work is a further development of Mr. Vignaud's Columbian researches. He has gathered data leading to the conclusion that the great discoverer was born in 1451. Thus he must have been a comparatively young man when he discovered America. The date of the birth of Columbus has been doubtful, varying, according to different authorities, from 1430 to 1458.

France intends to continue its policy of abolishing the teaching orders. M. Combes, the premier, has announced that the government proposes to forbid teaching by those who have taken the vow of celibacy. A general bill is to be introduced which will forbid primary, secondary, and superior teaching by all members of congregations. The Executive will be given the power to close, by decree, teaching institutions, which may be considered contrary to the constitution, laws, or morals. By this legislation M. Combes hopes to conclude the entire teaching question at once.

## Bred in the Bone.

Prof. Karl Pearson, of University college, London, recently delivered the Huxley memorial address before the Anthropological institute of Great Britain. His subject was "Mental and Moral Heredity in Man."

According to his conclusions, England is entering upon an epoch which will be marked by great dearth of ability, because, for a great many years, the best sort of people have not been reproducing themselves, while the children of the relatively worthless have been numerous.

These conclusions are based on the result of his researches, during which he has accumulated evidence that mental and moral traits are as likely to be transmitted from parent to child as are physical characteristics. He said in part:

"We inherit our parents' tempers, conscientiousness, shyness, and ability, even as we inherit their stature, forearm, and span. No scheme of education, no matter how perfect, can raise, in the scale of intelligence, hereditary mental weakness to the level of hereditary strength. Failure to realize that the psychical character, the backbone of a state, cannot be manufactured by home, school, or college, but is bred in the bone, is the true cause of a nation's decline. In short, while intelligence can be aided and trained, no education can create it."

## Names of Steamships.

Did you ever think of ocean steamships as having family names? They have, each with its distinguishing mark, either some peculiar termination or some geographical basis of selection. Just now there is great interest in Boston harbor in the fact that the four biggest ships of the Dominion line, one of which was visited by hundreds of teachers during N. E. A. convention week, are all changing their names because they have been adopted into a new family. The vessels of this line have all been named either from some city or province of the Dominion of Canada or from some designation peculiar to New England. Now, however, as they are about to be transferred to the White Star fleet, the Commonwealth becomes the Canopic, the New England the Romanic, the Mayflower, which so lately brought over the Honourable Artillery Company of London, the Cretic. They all therefore will henceforth have the familiar "ic" in which the names of White Star liners terminate. Other lines on the ocean have each its own system of nomenclature. Thus the Atlantic Transport company, since it was started in Baltimore, named its first vessel the Maryland, and since then every ship has begun with an "M," as Minnehaha, Minneapolis, Minnetonka. The fifty or more serviceable vessels of the

Leyland line which are a familiar sight on the Atlantic all end in a final "an" or "ian," the Canadian, Devonian, Winifredian, Californian, being examples of the one class; the Jamaican and Texan of the other. So closely are these systems of nomenclature being followed out of late years that within two months the Leyland line has renamed two of its craft, the Pinemore and the Chicago, changing them to the Oxonian and the Etonian in order that they might bear the family "strawberry mark." The Cunard liners are all recognizable by the termination "ia," and the vessels of the Red Star line which has lately been combined with the White Star, American, Dominion and Leyland to form the International Mercantile Marine company, sail under names ending in "land," as the Noorland, Westernland, Finland and Kroonland. Again the American line vessels always show the name of some suburb of London or Philadelphia.

## A Desired Postal Reform.

A movement of interest to writers and publishers is that started by the Society of American Authors to reduce the postal rates on manuscripts of books or articles for publication. Under the present postal rates manuscripts within the United States rank as private communications and have to be paid for as letters, two cents for each ounce. If sent outside the United States manuscripts rank as commercial papers and are carried at printed matter rates, one cent for two ounces. The Universal Postal Union regards as commercial papers scores or sheets of manuscript music and manuscripts of books or of articles for publication in periodicals.

The committee of the Society of Authors, which is asking the coöperation of all who are interested in securing a reduction in the rates, makes the following statements:

"Authors and newspaper correspondents in the United States pay two cents an ounce for mailing their manuscripts.

"If they wish to send these manuscripts from the United States to the most remote parts of the world they can do so at the rate of one cent for every two ounces, or four times cheaper than they can mail to points within the United States.

"Most writers realize that a manuscript is not always sold on the first journey, unless it be of the nature of newspaper correspondence; consequently, American authorship is under a very great disadvantage, because of the rate of postage charged on manuscripts within the limits of the United States.

"Should an author forward his manuscript to a magazine or a publisher his only hope of its return is to forward postage at the same rate. When the manuscript is sold the publisher can return it to the author for proof reading, if accompanied by proof sheets, four times more cheaply than its author could mail it originally to the publisher.

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

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## Colombia and Panama.

The recent revolution in Panama has brought the isthmus into unwonted publicity. Usually things are so dull that we scarcely remember its existence except perhaps in connection with the canal project.

Altho Panama is, from an historical standpoint, the oldest portion of the western hemisphere, it is one of the least known sections. This is probably due to the lack of commercial activity. In its wider sense the Isthmus of Panama embraces the whole neck of land connecting the continents of North and South America, and constituted a state of the United States of Colombia. It is distinctly a physical unit. On the south it is cut off at the point where the narrow neck of the isthmus begins to expand into South America; on the north it ends similarly where the isthmus begins to broaden into Central America.

The isthmus of Panama and the mainland of Colombia were among the first portions of the new world visited by the Spanish explorers. In the middle of the sixteenth century the Spaniards may be said to have established their power over the native tribes of the country. The region now divided between Colombia, Venezuela, and Ecuador was formed into a viceroyalty.

Insurrections against the Spanish government were practically continuous in the early part of the last century, under the leadership of Bolivar, the "Liberator" of South America. The various states broke up after his death and years of weakness and dissension followed. Panama was independent several times but, was always subdued. Finally the republic under the name of the United States of Colombia was formed.

Altho Colombia is called a republic, it does and has little to fulfill our definition of that term.

There is a central government located at Bogota, in the Andes mountains, which lies not far from the rise of a main feeder of the Orinoco river, and about 200 miles in a direct line from the Pacific ocean. The chief object of government seems to be profit and this accounts for many of the insurrections. Colombia consists of departments which correspond in a general way to our state divisions, altho the resemblance ceases at the geographical definition, because the departments have no autonomous existence, constitution, laws or rights other than those granted by the central government. Panama, however, did have some slight measure of independence. The governors of the departments are not elective, but are appointed by the president.

The state of Panama has one commercial asset, the canal possibility. Yet in its natural resources the country is tremendously wealthy. It is fertile beyond the powers of description. Every tropical fruit grows wild, as well as rubber, vanilla, cacao, and coffee. Bananas and mahogany are the principal exports. The mountain lands are unquestionably rich in gold, silver, valuable minerals, and coal. But the natives are so shiftless that these great natural resources are practically as undeveloped as when Balboa crossed the isthmus and discovered the Pacific.

The population of the whole republic is estimated at 4,400,000 and is made up of whites of Spanish origin, the remnants of native Indian tribes, negroes, and half breeds of every description. Panama has a population of perhaps 300,000. There are few Indians, the indigenous people of the land, to be seen along the Panama railroad, and these few are both of mixed breed and degenerate qualities. In the cities there are occasional families who are generally admitted to be of pure Spanish blood, but there is a touch of African evident in almost every native of the country and the negro characteristics predominate thru the rural population. Along the line of the railroad there are many Chinese. The only labor which can be depended upon is that of negroes brought under contract from the neighboring British possessions. These men are steady, seldom intemperate, and compare favorably with laborers in any part of the

world. There is no industry carried on if we except the manufacture of Panama hats or jipijapa.

The fiscal system of the country is in a most wonderful state on account of the incredibly depreciated currency. The rate of exchange is about one United States dollar for one hundred Colombian dollars.

There are only two towns in the whole district. At the Atlantic end of the proposed canal is Colon with 3,000 people, and at the Pacific end Panama with 20,000 people. The only part of the interior accessible to the traveler is that which lies along the railroad, and such settlements as one sees there are composed of houses having for the most part thatched-roof sheds and dirt floors. Both the cities are kept alive by the railroad, the only highly developed business in the country. Besides the foreign transit they occupy themselves with the wreck of the French canal and the hope of the American one.

Panama is really the oldest city in America, having been founded in 1518 by Pedro Arias Davila; it soon became wealthy from the Peruvian mines. Its riches attracted Morgan's buccaneers, and after plundering it for three weeks they burned the city in 1671. From the "eight monasteries, a cathedral, and two churches, a fine hospital, 200 richly furnished houses, nearly 5,000 houses of a humbler sort, a Genoese chamber of commerce and 200 warehouses" they carried off 175 mule loads of loot and 600 prisoners.

Two years later the present city was founded on a tongue of coral rock, about six miles from the old site. It was once the strongest fortress in South America, but little of the granite fortifications is standing. Of the old Spanish houses few are left and what dignity the city now has is derived from the state buildings and offices.

Panama then has the physical resources to make a nation. It needs capital and energetic exploitation. It also needs roads, for there is only one. This is an old paved road, built by the Spanish conquistadores in 1514, for carrying treasure from the Pacific to the Atlantic. It is no longer used except for short distances, and most of it has reverted to the jungle. The people at present live in the hope of getting some of the millions sure to be spent when the great canal is built. The Panama nation will make a fitting geographical frame for the canal and it will probably live on the travelers after the canal is completed, as it has done for the past fifty years.

### The Loss of Gold.

An inquiry was lately made by one who had seen the gold ornaments found in the ruins of Troy, whether the gold possessed by the ancients was still in existence. It is the opinion of scientists that only such gold exists as has been buried, as in the case of Troy, or placed in tombs; that the gold coins of Alexander and Caesar's time have wholly disappeared. The gold that Darius had accumulated was enormous, and the stock in circulation in Rome is believed to have been greater than that now in the world.

Gold is a soft metal and if handled loses steadily in weight; the fine dust it makes falls to the ground and disappears. It tends to the sea as do the fine particles that are washed from the mountains. Placer mines are mines in ancient rivers; here the larger pieces of gold are found on their way to the sea; the smaller particles are already there; they have settled to the bottom and are mingled with the sands that compose the floor of the ocean, and are beyond the reach of unsatisfied man.

Gradually the gold now in existence as coin will be turned to dust and find its way to the sea, but that will require many centuries. Meanwhile more is being dug out of the earth every year.

You have read of the cures by Hood's Sarsaparilla, and you should have perfect confidence in its merit. It will do you good.

## The Educational Outlook.

State Superintendent Bayliss, of Illinois, has completed his plans for the Illinois exhibit at the St. Louis exposition. The exhibit is classified in two groups: the first covers elementary education; the second deals with secondary. Under elementary education are grouped the work of the country, semi-graded, and graded schools; under secondary education are the work of the high and normal schools.

The exhibit will cover school legislation, organization, statistics, buildings, plans, models, equipment, and administrative methods.

The Association of Teachers of Mathematics in the Middle States and Maryland will hold an organization meeting in Milbank Memorial chapel, Teachers college, at 10 a. m., Saturday, Nov. 28. Harry English, Washington, D. C., will discuss "The Laboratory Method of Teaching Mathematics;" Isaac N. Fairlor, of Richmond Hill high school, will follow on "The Syllabus for Geometry in the Grades, recently adopted for the New York schools," and Arthur Schultze, of the New York High School of Commerce, will speak on "Suggested Topics for Scientific Investigation by the Association."

Visitors attending this meeting and also the meetings of the Association of Colleges and Preparatory Schools are invited to visit the educational museum of Teachers college. There will be exhibited many of the portraits and autographs of mathematicians from the collection of Professor Smith, of Columbia, types of apparatus and models for use in elementary and secondary classes, and a number of rare works on mathematics from the Columbia university library and the library of George A. Plimpton of New York City.

The officers of the Rhode Island Institute of Instruction for the ensuing year are: Pres., Valentine Almy, Auburn; Sec'y, I. O. Winslow, Providence; Treas., S. A. Sherman, Providence.

The committee appointed to select a president for the Carnegie Technical schools, of Pittsburg, has reported in favor of Arthur Arton Hamerschlag, of New York. The salary will be \$8,000 a year. Mr. Hamerschlag is a native of Nebraska and has taken special courses in physics and mining at Columbia university.

Several notes have appeared in these columns concerning the low salaries paid teachers in the country districts of Ohio. Schools have been reported as unable to open because the teachers could make more money in the fields or as motormen.

The latest news of this character comes from London township, Seneca county, where the teachers have gone on strike. They feel that they have been poorly paid, and they have decided to keep the schools closed until they get increased wages.

Park Rapids public schools have been closed because of a disturbance between the superintendent and the teachers. All the grade and high school teachers refuse to teach another day unless the superintendent is discharged.

According to the figures of State Supt. J. W. Olsen, Minnesota has \$20,000,000 invested in school buildings and equipment.

The Ralph Voorhees library, at Rutgers college, was formally dedicated on the occasion of the one hundred and thirty-seventh anniversary of the college. The building cost \$50,000 and was presented by Ralph Voorhees, of Clinton, N. J. Prof. Andrew F. West, of Prince-

ton university, delivered an address on "The Student's Use of Books" at the dedicatory exercises.

### Quality Rather than Quantity.

In a recent address Dr. E. Benjamin Andrews, chancellor of the University of Nebraska, dealt with the certain obscuration of real culture, which he declared at the present time is observable in the United States. He said that the United States cannot face the criterion of Lowell when he said that the measure of a nation's success is the amount it has contributed to the truth, the moral energy and intellectual happiness, the spiritual hope and consolation of mankind.

"There is no fear," he said, "that our population will be too small, but much that it is losing virility. I hope President Roosevelt will take early occasion to amend his plea for swelling the census by urging quality of population as more of a desideratum, thus undoing a little the incalculable evil his recent words on this subject have wrought among the poor and thoughtless."

### Dishonest College Athletics.

The address of Prin. Alfred E. Stearns, of Phillips Andover academy, at the recent conference at Northwestern university, has attracted general attention. He discussed conditions inimical to the growth of American manliness, both in the decadence of home life and in athletics. Speaking of college athletics he said that sly and underhand practices are encouraged just so far as detection does not ensue. "To the average school boy the college athlete is a hero, and this man often spends his time in teaching this deceit to lads of preparatory schools. I have seen many an athletic coach devoting hours to teaching young followers how they may disobey rules of the game without risk of detection. I have heard boys complain that they were advised that a little profanity would tend to disconcert their opponents."

Mr. Stearns expressed himself as heartily in favor of athletics, honestly pursued, even at the expense of physical injuries, or an occasional death. It was the moral effect of dishonest practices that he deplored.

### Providence School Supplies.

The latest city to develop scandals in the school supply department is Providence, R. I. At a recent meeting of the board charges were made which would seem to indicate gross mismanagement. T. W. Waterman, a member of the board, who is known thruout the city for his demands that the school system be conducted on a business basis, presented the charges. These cover the supply system of the city schools and its management.

In substance Mr. Waterman charged that items on bills approved by the purchasing agent and the executive committee showed excessive charges of from five to one hundred per cent. Many of the prices were in excess of the bids on which the contracts for the goods were made. Lower bids had been submitted for certain supplies than those submitted by the firm which had been given the contracts. On at least one bill there was an item which had never been delivered. In addition, Mr. Waterman charged that something over twenty tons of paper, valued at several thousands of dollars, had either not arrived in the city, or had been stored in buildings of the company, and yet the executive committee of the board had paid for it a month before.

As a result of these charges committees have been appointed to investigate various bills and transactions of the supply department. The following resolu-

tion was also passed by the board: That the executive committee be requested to direct the purchasing agent not to make any purchases for the school department without first submitting the list to, and obtaining the approval of, the superintendent of schools.

### National Sociological Society.

The National Sociological society, whose object is to consider the race problem, met in Washington during the week of Nov. 9. The society passed the following resolutions:

It is the duty of the government to afford adequate and equal protection to each and every citizen in the full enjoyment of every right guaranteed by the constitution and by the laws of the land, and the perpetuity of the Republic is dependent upon fidelity to this principle.

That, under our form of government, there can be no recognition of a master class and a subject class, nor can the government countenance the idea of a master race and a subject race, but must regard and treat all as equals in the eyes of the law.

"As solutions of the race problem we regard colonization, expatriation, and segregation as unworthy of further consideration. We recognize that in the limits of the ex-slave states, thru state authorities and thru many Southern friends, the common school system has been established for the colored people, and that with the aid of those friends and Northern help more than forty colleges have been founded for the education of the negro. We further recognize that these friends appreciate the vast importance of the negro population to the intelligence and industrial prosperity of the South.

"We congratulate the group of young educators, of both races and sexes, in the Southern states, on the revival in educational affairs under their auspices, especially in the vast open country where the overwhelming majority of the children and youth must live now and for many years.

"We would urge that oft repeated injunction to such of our great religious denominations as have not yet united with corresponding bodies in the South, the policy of at least some form of union for a general campaign of education thru the less favored portions of these states. We earnestly urge upon Congress the importance of providing liberal appropriations for the national bureau of education, to the end that the scope of its work may be enlarged."

One of the important results of the meetings was the creation of a mixed commission of six members, three from each race, to carry the plans and conclusions into effect, to lay the matter before Congress, to gather material, and to aid as a permanent body in the solution of the race problem.

### Northern Illinois Teachers.

The annual meeting of the Northern Illinois Teachers' Association was held at Joliet, November 5-7. The attendance was over a thousand and the meeting was extremely successful. Col. Fred Bennett spoke on "Taxation for School Purposes" and President James, of Northwestern university, discussed "Expenditure for School Grounds and Buildings." Dr. James pointed out that the criticism aimed by would-be economists at the large expenditures in this direction was short-sighted policy. We are building for the future he declared.

Jacob A. Riis spoke on "Tony," Tony being a typical small boy of the New York slums. He said: "The old time schools will not make the change in Tony

that is necessary. They are mere sausage stuffing machines, attempting to grind an education into boys where other methods are required. Ten years ago we had a few playgrounds, but in the new schools of to-day all this is changed, and thru the foresight and sagacity of our educators, the playground is now regarded as one of the important features in reaching and making better boys. There is a chance for the boys who play ball and find recreation."

The resolutions of the association urge the maintenance of public playgrounds and other means of healthy activity. The making of the school-house the center of social activity where children and parents should meet to stimulate social sympathies, was advocated.

The following officers were elected: Pres., County Supt. U. J. Hoffman, of La Salle county; Vice-Pres., Supt. J. B. Russel, Wheaton; Sec'y, S. F. Parson, De Kalb normal school; Treas., Supt. A. W. Hassey, Geneseo; Railroad Sec'y, Supt. A. J. Snyder, Belvidere.

### New York at the St. Louis Exposition.\*

De Lancey M. Ellis, director of education for the state of New York to the Louisiana Purchase exposition described before the recent meeting of the New York State Council of School Superintendents the preparations for St. Louis. He said in part:

"The Louisiana Purchase Exposition commission of the state of New York have appropriated \$20,000 for a state educational exhibit. With this amount of money it is expected to bear practically the total cost of such exhibit. The only expense which need be incurred by any locality which participates in the exhibit will be that involved in actual preparation of material. The state pays all the expenses of transportation, installation, and care of exhibit at St. Louis. Howard J. Rogers, chief of department of education, has assigned the state 2,187 square feet of floor space, admirably located, facing the main entrance. Illinois adjoins us on the east, Massachusetts and Pennsylvania are across the aisle, and the city of St. Louis and state of Missouri are across another aisle on the west.

"The arrangement in harmony with the official classifications is by grades. All kindergarten work will be installed together; the work of the elementary grades will be arranged grade by grade; the work of the high schools will be kept together, grade by grade; the work of schools for the professional training of teachers, technical schools, extension schools, schools for defectives, and for the Indian will be separately located and graded as far as possible. A work received from a certain locality will be bound by itself and source and its scope will be clearly indicated.

"The space at our disposal, 2,187 square feet, has been divided into 100 units. By the term unit I mean a space the height of the wall, which in most instances will be fifteen feet, and the width of a wall cabinet, 2 feet 9 inches. These wall cabinets will be used thruout our exhibit, and will each contain 33 cards, 22x28 inches. The hanging surface in a unit, therefore, including both the wall and the wall cabinet, is 164 square feet, 141 square feet of which is under glass. Underneath the cabinet will be counters and shelves, upon which volumes of written work and portfolios will be displayed. To properly exhibit the work of any single city in this state in its entirety would take not less than four or five units of space. It takes but little arithmetic to indicate how many units would be necessary to put up a state educational exhibit along these lines. The 100 units available have been divided, upon recom-

mendation of the Advisory Committee, into the following subdivisions:

Administrative	8 units
Kindergarten	6 "
Elementary grades	22 "
High schools and academies	20 "
Training of teachers	8 "
Colleges and universities	10 "
Industrial and trade schools	8 "
Business and commercial schools	4 "
Education of the Indian	2 "
Defectives	4 "
Summer schools	3 "
Extension schools	4 "
Fine arts	1 "

"The plan which we hope to carry out is for the several localities to furnish an exhibit thoroughly illustrating the work in certain grades and subjects, this to include class exercises by means of written work, the course of study intelligently set forth, photographs of class-rooms with pupils at work, and a thoro exhibit of the particular work which that locality undertakes to demonstrate. The exhibits from the several localities will then be so welded as to form a complete picture of a course of study, each part of which is done in some locality of the state, and all of which can, if attempted, be accomplished in the state at large."

### Superintendent Carrington to His Teachers.

State Superintendent Carrington, of Missouri, has made the following suggestions to the teachers of the state:

Good teachers know how to use good supplementary books, and no teacher can have success without them. Many teachers hesitate to go to their school boards for such supplies as the law provides. Perhaps there are many reasons that may be assigned for it. Frequently school boards think it economy to object or refuse, and then teachers fear to be asked "How will you take care of them?" "What use will you make of them in the school work?"

Much school work fails in accomplishing desired results because teachers have not technical vocabularies sufficient to fully comprehend the text-books. Such knowledge comes from persistent study of words as individual units and the full significance of prefixes and suffixes. In addition to this, the teacher must study classic literature in such way as to know the finer shadings given to words to express thought, opinion, beauty, feelings, and convictions.

At a recent county association three teachers had classes present and conducted "model lessons" in reading, arithmetic, and geography respectively. In manner of reciting on part of pupils and of questioning on part of teacher the exhibits were fine. They tested the pupils' preparation and memories well and merited the many compliments given by others present. Each failed, however, in the most important feature of a good lesson—that of teaching, of setting the pupils to investigating, of developing the subject. This is a too frequent mistake. A patron says that, as a rule, children are taught at home and the teachers content themselves with testing the result of home instruction. The mission of the school will be better fulfilled if the real teaching were done at school and the testing done at home.

Two necessary elements to good school work are (1) the results to be secured, and (2) the means of attainment. Many have fine conceptions of what should be done, but for some reason, fail to suit the means to the end in view. On the other hand, no one can utilize proper means without adequate conception of the desired ends. In school work, the end to be attained should be a cultivated mind, a well-rounded individuality. There is no royal way of reaching this end.

Any subject put into the pedagogic form and adapted to child mind may lead to "culture" in the truest sense.

### Missouri Notes.

The Missouri State Teachers' Association meets at St. Joseph, Dec. 29-31. An excellent program has been arranged and a large attendance is expected.

Missouri has a unique educational campaign on hand this fall. By November 21 teachers' associations will have been held in every county of the state and fully 12,000 teachers will have attended. Such a movement in behalf of better schools was never before undertaken by the state institutions and the state superintendent, and it is meeting the universal approval of teachers.

One of the most hopeful signs for rural schools is found in the fact that so many of the good town high schools are offering free scholarships to the rural pupil who completes the course of study best. The school board at Shelbyville recently agreed to offer a four years' scholarship to the best and a two years' scholarship to the second best in either Shelby or Monroe counties.

Among the best things presented at the county associations are by home teachers, usually in the graded schools of the towns. Frequently rural teachers have remained with one district long enough to have outgrown the idea that "there is not time enough" to grade the work and introduce subjects having a special educational value. The best papers and discussions have been on the following subjects: "The School Library," "School Houses and Grounds," "How Secure and Use Supplementary and Reference Books," "The Educational Value of Literature," and "The What, How, and Why of Nature Study."

The United States Government proposes to make an exhibit of its educational work in the Philippines. In response to a request for suggestions, State Superintendent Carrington has advised that a dozen or more of the native children be brought to St. Louis, that a school-room be fitted up and a real school be operated, showing what the government can do and has done, and by what means.

Supt. G. V. Buchanan, of Missouri's educational exhibit, has just issued a circular of instruction and information on how to prepare for the greatest exhibit ever made.

### The Higher Education.

About eighty students of McGill university participated in a riot on Halloween. They bombarded a saloon in Longueuil and assaulted the police. A fire alarm was rung and two hundred and fifty citizens responded. They armed themselves and drove the students to a wharf. The more hot-headed villagers wanted to drive them into the river, but wiser counsel prevailed and the students were kept on the wharf until the ferry-boat was able to convey them to Montreal. About fifty persons were badly injured.

A girl in the Western High school, at Baltimore, was recently set upon by seventy classmates in the street and severely beaten. The girls accused their victim of tale bearing about cheating in examinations.

The secretary of the navy has dismissed three members of the first class at the Naval academy for hazing. All three were convicted by court-martial. They were appointed from Ohio, Iowa, and Wisconsin.

Six students at the Iowa state normal school at Cedar Falls have been arrested for hazing. Their offense was particularly brutal.

## The Metropolitan District.

The Association of Women Principals of the public schools will give a reception on Saturday, November 21, from three to six, at Sherry's. President Henry A. Rogers of the board of education, will be the guest of honor.

The regular meeting of the New York Educational Council will be held in Law Room No. 1, New York university, Washington square, on Saturday, November 21, at 10:30 a. m. Dr. J. M. Rice, editor of the *Forum*, will speak on the subject: "What Results in English Should be Expected in the Elementary Schools?"

The next dinner of the Male Teachers' Association will be held Saturday evening, Nov. 21, at Shanley's, Broadway and 42d street. The topic for discussion is "Corporal Punishment, Its Desirability and Its Limitations." Among the speakers will be: Prin. Myron T. Scudder, New Paltz Normal school; Prin. Bernard Cronson, P. S. No. 125, Manhattan, and Henry Coward, president of the National Union of Teachers of England.

The joint meeting of the Society for the Study of Practical School Problems and the New York City Teachers' Association will be held Saturday, November 21, at 2:00 P. M., in New York university, Washington square. Mr. Percival Chubb, of the Ethical Culture school, will speak on "How to teach a literary masterpiece in the elementary school."

The municipal civil service commission has been considering whether the employees of the department of education are eligible for higher positions in the office of the city superintendent. It has decided that the office of city superintendent is part of the department of education and not an independent office. Thus while Dr. Maxwell has the right to appoint clerks as authorized by the board of education, vacancies in positions in his office must be filled, so far as practicable, by promotion from among those holding positions in a lower grade in the department of education.

The first regular meeting of the High School English Teachers' Association will be held at the hall of the board of education on Saturday, November 21, at 10:30 a. m. George J. Smith, of the board of examiners, will discuss "Examinations in English in the High Schools," and Herbert Bates, of the Manual Training high school, will speak on "Preparation for Examinations in English for Graduation from the High Schools."

The call for the meeting urges the attendance of every high school teacher of English for the following considerations: The numerous and perplexing problems involved in large classes, too many recitation periods, the new syllabus, uniform examinations, and like matters of importance; official assurance that the board of superintendents will entertain suggestions from the organization; the great opportunity presented in the city for developing the pedagogy of the department; the successful history of similar organizations, such as the physics and biology clubs.

The following Brooklyn teachers will act as representatives of that borough in the interborough council, which will represent the teachers of all boroughs in matters of general interest: Dr. Walter B. Gunnison, president of the Brooklyn Teachers' Association; Dr. Charles O. Dewey, president Brooklyn Principals' Association; Pres. Lyman A. Best, Brooklyn Teachers' Association; Pres. William L. Felter, Brooklyn High School Teachers' Association; Pres. Honor E. Quinn, Brooklyn Women Principals' Association; Pres. Mary J. C. O'Neil, Head of Departments Association; Pres. J. B. Cot-

trell, Brooklyn Class Teachers' Association; John J. Winter, P. S. No. 15; S. C. Walmsley, P. S. No. 15; Ruth E. Granger, P. S. No. 137; Leroy F. Lewis, P. S. No. 11; Sarah Dougherty, P. S. No. 9; Frederick W. Luqueer, P. S. No. 126, and Lasalle H. White.

The teachers in charge of departmental work have held a meeting to consider how to decide which teacher should be considered the teacher of the graduating class under the departmental system, and thus draw the higher salary. The teachers believe that all who teach the graduating class in even one subject, are teachers of the graduating class and entitled to the higher salary. The board of superintendents recognizes as teacher of the graduating class that one who marks the roll of the class.

A committee was appointed and instructed to ascertain the attitude of the teachers on the question.

President Magnus Gross, of the New York City Teachers' association, called a meeting of the teachers for November 10 to consider the rights of teachers under the Grade A decision. The object of the meeting was primarily to act in the interests of the greatest number. The discussion tended to drift toward a general condemnation of examinations for higher positions, the preparation of eligible lists, and superintendents' and principals' ratings.

A committee was appointed to take the matter under advisement, a representative of each kind and grade of license being a member.

The Brooklyn Teachers' Association has arranged a special class in English for departmental teaching. Prin. Purvis J. Behan is the instructor. The course will cover twenty lectures and 125 teachers have registered.

Prof. J. Herbert Low, of Erasmus Hall high school, is to give a course of ten lectures on American, English, and Continental history.

At the last meeting of the executive committee of the board of education contracts to the amount of \$843,490 were awarded. Most of these contracts were for repairs and alterations in old buildings, with the exception of \$519,049, which amount was awarded for the general construction, plumbing, and drainage of P. S. No. 62.

The new school will be the largest in the city and the first of its kind in which passenger elevators will be installed. It will be erected on the north side of Hester street between Essex and Norfolk streets, in the style of the French renaissance. The building will be six stories high, with a basement and sub-basement.

Plans for the new Commercial high school in Brooklyn were approved. This school will be erected on Albany avenue, between Bergen and Dean streets.

The free Sunday lectures in Yiddish and Italian, which were inaugurated last year have been resumed. These lectures are delivered in the crowded sections of the city, and treat of such subjects as the duties of an American citizen, information relative to the history of the city, and the lives of prominent Americans.

A course in public speaking is being established by President Finley at City college. The work is under the direction of Erastus Palmer. The new administration is also fostering the debating societies.

Mayor Low has received the resignation of Arnold W. Brunner as a member of the board of education. Mr. Brunner's

term of office had a year to run. The mayor will probably appoint his successor this month.

Presence of mind on the part of a teacher narrowly averted a panic in an East side school on November 6. Fire broke out in a building at 18 Delancy street. Opposite is P. S. No. 35. When the fire was discovered the principal ordered the "silent fire-drill." The children sang "America" and were marched safely out of the building.

The appellate division has under consideration the appeal taken by Principal Cusack, of Brooklyn, from the decision of the supreme court. The decision denied a writ of mandamus to compel the board of education to appoint him principal of an evening school. Principal Cusack claims that under the opinion of the court of appeals he is on a preferred list, and should have been appointed principal in preference to Principals Clarke and Raine.

The free evening classes in French organized last year by the Alliance Francaise, in co-operation with Columbia university, have been reopened. They consist of one advanced and three elementary courses.

The classes meet at the Columbia Medical school, the Speyer school, and New York university, Washington square.

### New York Exhibit for St. Louis.

Associate Supt. Andrew W. Edson, who has charge of the New York city exhibit at the St. Louis exposition, has assigned the work on the subjects of the course of study to the various city schools. The aim and plan of the exhibit will be to illustrate the course of study and to show, by photographs, charts, diagrams, drawings, regular class papers, and test exercises, the actual practice followed in carrying it out. The general plan will be to have a series of lessons, and some six of the best papers of each exercise reserved for binding. A teacher's statement will accompany each exercise, setting forth the grade, number of pupils whose work is exhibited, time per week given to class instruction on the subject, connection of exercise with previous or subsequent work, questions or topics given in class, time spent by pupils in preparing for the exercise, nature of preparation, time occupied in writing, and usual method of criticism or revision by class or by teachers.

The teachers are to submit papers that are first drafts only, and yet are exercises which embody some originality of thought. All work for the exhibit is to be forwarded to Superintendent Edson by the first of February.

### Recent Deaths.

Prof. Gaston Lagelouze, of the department of languages at City college, died suddenly from heart disease on Nov. 8.

Dr. Meta Hempel, widely known as a teacher of German in Berlin, died on Nov. 10. Her certificates were standard qualifications for instructors in many American schools. Among her pupils had been Mayor Seth Low, of New York, U. S. Minister J. C. Bancroft Davis, and the late Ambassador Uhl.

Dr. Isaac H. Stout, supervisors of teachers' institutes for the New York state department of public instruction, died at Albany on Nov. 9. He had been connected with the department since 1887. Dr. Stout was a veteran of the Civil war, and witnessed the surrender of Lee at Appomattox.

Mrs. Mary E. Schenley, who has been a benefactress of Pittsburg for many

years, died in London on November 5. Among the notable donations made by Mrs. Schenley in Pittsburg and Allegheny were property on which the West Pennsylvania hospital is erected, 300 acres of land which made Schenley park possible, land on which the Western Pennsylvania Institute for the Blind is built, a large lot

for the Newsboys' home, large subscriptions of money for the purchase of land for Riverview park, Allegheny, and the gift of Old Block house, the site of the original Fort Duquesne, to the Daughters of the American Revolution. Mrs. Schenley had also been liberal to the public schools of Pittsburg.

## Educational New England.

The city of Chelsea is experimenting with sewing classes in the public schools. Two classes in the seventh grade of the Carter and Williams grammar schools, of fifty girls each, have been placed under the instruction of Miss Florence Waite, a trained teacher, and lessons will be given one hour each week. The necessary funds have been raised by the Chelsea woman's club. If the experiment is a success this year the work will probably be included in the regular city grammar school course; and another year it may very possibly lead to manual training classes for boys.

ATTLEBORO, MASS.—On Oct. 26, the school committee tendered a reception to the members of the teaching force. This is an annual feature of the school life and a function looked forward to by the teachers.

The members of the sub-committee appointed by the school board made the reception somewhat more elaborate than in past years, and the evening was a great success.

In the course of lectures at the Emerson college of oratory, which are given every Saturday, Chancellor E. Benjamin Andrews, of the University of Nebraska, spoke on "Self-Culture" on Nov. 14.

In the course of free public lectures under the auspices of the Boston school committee Michael J. Dwyer spoke this week at the Brighton high school on "The Poems and Songs of Robert Burns." A stereopticon added to the attractiveness of the lecture.

The annual debate between Wesleyan and Williams occurred at Middletown on the evening of Nov. 13, on the boycott as a proper policy for organized labor. Wesleyan was the successful competitor.

The usual winter reunions of Boston and vicinity have begun. The fifty-first reunion of the girls' high school association was held this week, at which it was announced that a complete history of the first half century of the school had been prepared and was in the hands of the publishers.

The Dartmouth alumni of central and western Massachusetts held the eleventh annual reunion and banquet in Springfield on Friday evening, Nov. 13.

The Boston Physical Educational society has this week discussed "Some Problems in Physical Training for Secondary Schools," and a general agreement was reached that parents were becoming extensively interested in the subject, and progress was being made.

The Boston common council has adopted the following resolutions:

"Whereas, A large number of Irish-American citizens desire to and are studying the Irish language at a considerable expense to themselves; and,

"Whereas, The number of such persons studying the said language would be greatly increased if the opportunities were better; and,

"Whereas, The amount of taxes paid by such citizens for the maintenance of the public schools would warrant the establishing of courses in such language; therefore, be it

"Resolved, That we, the city council, do hereby request the school committee to include in the curriculum of the day and evening high schools the study of the Irish language."

The fifty-ninth annual meeting of the Massachusetts Teachers' Association will be held in Boston on Nov. 27 and 28. The addresses at the general sessions will include "The Education of the Will," by Prof. H. H. Horne of Dartmouth, "Moral Training in Schools," by Pres. Caroline Hazard, of Wellesley; "Ethics in the Schools," by William M. Salter, Chicago Society for Ethical Culture; and "The Will and the Power to do and to be," by Supt. William C. Bates of Fall River. The "round table conferences will discuss "Esthetic Education," "Commercial Education," "Evening and Trade Schools," "The Necessity of Organizing Contemporary Educational Experience," and "The Future of the Teacher in the Elementary School."

The officers of the association are: President, Louis P. Nash, Holyoke; Gordon A. Southworth, Somerville; Homer P. Lewis, Worcester; secretary, Seth Sears, Boston; treasurer, Nelson G. Howard, Hingham.

The tenth annual convention of the New Hampshire Association of Academy Teachers met Nov. 13-14 at Tilton seminary. A large attendance from all over the state and many educators from other states made an inspiring audience for the speakers. The program of Friday included an address by Prin. A. E. Stearns, of Phillips Andover academy, on the life and work of Dr. C. F. P. Bancroft at Phillips academy; and a discussion of "Industrial Education" by President W. D. Gibbs of the New Hampshire Agricultural college. Saturday's exercises included addresses by Prof. R. L. Taylor, of Dartmouth, on "The Teaching of French in Secondary Schools," and by Miss Virginia Spencer, of the state normal school, Plymouth, on "Self-Government in Schools." The history of the association was outlined by Principal French, of the Military academy at West Lebanon.

The will of the late Gordon McKay has been filed in Boston and thus the details of his great gift to Harvard have become known. The university will eventually receive the entire estate, valued at several millions, the interest of the fund to be used to promote applied science.

To provide for an immediate trust fund for Harvard for the promotion of applied science the trustees are directed to invest eighty per cent. of the net income of the estate until the sum of \$1,000,000 is reached. The full amount is then to be paid to the president and fellows of Harvard university.

The will also directs the trustees to pay to Harvard annually eighty per cent. of the balance of the net income accruing from the remainder of the estate after paying the existing annuities. After the death of the last annuitant the trustees are to pay over to the presidents and fellows of the university all the residue and unexpended income.

The testator directs that the salaries attached to the professorships be liberal, in order that able men shall be attracted to the positions. The request is made that the name of Gordon McKay be permanently attached to the professorship, buildings, and scholarships which may be established, erected, or maintained from the income of the endowment. The amount of property available for the new school of applied science will at the start amount to about \$4,000,000, and eventually to many millions more.

## Moral Training at School.

The subject of "Moral Education" was thoroughly discussed at the recent meeting of the New England Association of School Superintendents. Supt. Frank E. Parlin, of Quincy, Mass., said:

"I believe the morals of to-day will compare favorably with those of the children of any past time, and that the morals of city children are quite as pure as those of their country cousins. The moral education of a child is the most important part of his education; but religious instruction is not only undesirable but impossible in this country. With us church and state are friends, but not co-partners in public education. Public funds can never justly be used to inculcate the tenets of any church, but, altho religious instruction in American schools is out of the question, there is a position where all can meet in agreement, and that is upon the ground of the fundamental moral virtues. The instructor should deal with moral principles, and not attempt to consider all moral subjects."

"Morals cannot be taught by set lessons from a text-book on ethics; by far the most lasting lessons are from the influence and example of the teacher who is frequently judged in his or her conduct by the pupil with great accuracy. A teacher who is frank, courteous, fair, who is master of his work and of himself, and who governs his pupils honestly, intelligently, and sympathetically, impresses himself upon their minds in the most effective manner, and the character of the school government is simply an expression of the character of the teacher. Children are injured by bad manners, hasty judgments, abusive remarks, and unjust punishments by a teacher. It is not enough that a child know the right; he should do it, for moral conduct is the proof of moral life. The playground, also, is an important factor in the moral as well as the physical development of pupils."

"The teacher may read good literature adapted to the age of the child and discuss the moral elements, but he should not insist that the judgment of the children agree with his. The moral influence to be derived from the study of science is great, as it tends to banish fear and superstition, fosters respect for law and reverence for creative power and tends to place life upon principles."

Supt. Homer P. Lewis, of Worcester, Mass., said: "There can be no absolute, no final standard of morality, so long as society remains dynamic. The change in our idea of morality in the last forty years has been marked, and closely connected with the change in religious thought; yet the normal man of to-day must obey the old code, he must do so with a fuller sense of its reasonableness and obligation, and he must also do his full duty to the social organization of which he is a member. There is no doubt that our public schools are deficient in moral influence and that the homes are even more deficient. The remedy is in the inculcating of all the virtues, with a view to good citizenship, and the first requisite for a higher morality is a higher type of intelligence. The schools should do all in their power to stimulate industry, and it should be impressed upon the child at every step that he is living, not getting ready to live."

Doctor E. S. Ferris, of Hamilton, O., writes: I have found five-grain anti-kamnia tablets an excellent remedy in all forms of neuralgia. Druggists dispense them and we would suggest your getting a dozen to have on hand in time of pain. Camping and outing parties will do the proper thing by having some in their medical kit for emergency cases. —Courier of Medicine.

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### Chicago Notes.

The Central Association of Science and Mathematics Teachers will meet in Chicago on Nov. 27 and 28. The officers are: president, Charles H. Smith, secretary, C. E. Linebarger.

On November 27 and 28 the Chicago board of education will hold examinations for certificates for principals of elementary schools, teachers in high schools, teachers in kindergartens, teachers of sewing, cooking, physical culture, and manual training in the elementary schools. There will also be examinations for teachers of military tactics and gymnastics, family instructors and assistant family instructors in the Parental school.

At the last meeting of the Chicago board of education, Trustee Rowland introduced a resolution to make it a punishable offense for teachers to attempt to use influence to hasten their transfer or promotion. It was expected that the motion would pass without opposition but considerable was developed. It seemed to be the general opinion that the passing of such a resolution would be a public acknowledgment that "pull" in the appointment of teachers exists. The motion was sidetracked, but Mr. Rowland introduced a new motion to the effect that all teachers attempting to exercise influence shall be placed at the bottom of the eligible list.

By the will of the late Col. Augustus Jacobson, of Chicago, a unique fund has been established. A part of his estate is to be used to enable boys and girls who would otherwise have to work, to attend high school. The scheme, as arranged for in the will, calls for a three year course. During the first year beneficiaries are to receive \$100, during the second year \$125, and \$150 the last year.

The Chicago school authorities have discovered that the finances of the system are not at all in a good condition. In fact there is hardly any money on hand to pay the debts contracted by the board of education. President Harris, of the board, has been making an investigation and has discovered what he terms "reckless extravagance" in several depart-

ments. In the repair department more than forty employes have been dismissed. He states that all the departments are to have their expenses cut down.

Children who "wanted to see the engines run" started a fire recently in St. Patrick's academy, Chicago. A panic was started among the pupils. Several of the children were badly hurt, one fatally.

At the last meeting of the educational department of the Chicago Woman's club, Dr. Bayard Holmes discussed the evils of the present public school system. He pleaded for motherly teachers and declared that teachers should be married and made to stay married. It was more important, he said, to segregate children between the ages of twelve and twenty than university men and women. The boys should be taught by men and the girls by women.

Mrs. Alice Whiting Putnam urged that boys and girls be brought up on a sensible plan. There is too much emotional life in the present day school-room. Bad literature, bad art, gambling, athletics, and horse-racing are polluting the schools.

The University of Chicago exhibit at St. Louis will include a complete model of the grounds and buildings, a special exhibit of transparencies prepared at the Yerkes observatory, a collection of the publications of the university press, and Prof. A. A. Michelson's newly perfected apparatus and charts showing the growth of the different departments of the university.

There seems to be continued dissatisfaction in Chicago over the appointment of teachers. For the purpose of making it an easy matter for all teachers on the eligible list to see that they are not skipped in the making of assignments, President Harris, of the board of education, has had printed a full list of teachers assigned and to be assigned.

The citizens of Oak Park, Ill., have complained to the school board of the extravagant entertainments given by the high school pupils. The board has expressed itself as disapproving the practices of the pupils, but is unable to stop them as it has no control outside of school hours.

### Literary Notes.

The Critic for November has its customary wide variety of topics interspersed with an unusual number of articles of especial merit. A noteworthy paper is by W. D. Ellwanger on "Some Religious Helps to a Literary Style." Teachers of English would do well to read this carefully. Other articles of striking importance are "Women Writers of the New School in Germany," "The Spirit of Modern Investigation," and an essay, "The Art of Silence." Among the best of the reviews is that of Kipling's latest poems, by William Archer.

An article in the November Scribner's Magazine by the late Noah Brooks, "How We Bought the Great West," is a timely and authoritative contribution to the picturesque story of the great Louisiana Purchase, which more than doubled the area of the United States. It presents a very clear statement of the way this vast territory was acquired thru President Jefferson's courageous and prompt action. and of the important political questions depending upon its sale.

Miss Fannie Merritt Farmer, the well-known author of "The Boston Cooking School Cook Book," has written an important new book entitled "Food and Cookery for the Sick and Convalescent," which is designed to meet the needs of the trained nurse, the mother, or of anyone having care of the sick. The work is the result of years of study along the lines

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Miss Margaret Sherwood, author of the charming Italian idyl "Daphne," published by Houghton, Mifflin & Co., is a graduate of Vassar and has also studied in Zürich, Oxford, and Italy. In 1898 she took the degree of Ph. D. at Yale, and is now associate professor of English Literature at Wellesley college, having been an instructor there for several years. Besides contributing to some of the magazines, she has already written three novels.

Miss Helen Keller's "First Essay in Original and Independent Authorship," as Messrs. T. Y. Crowell & Company describe it, will be published shortly with the title "Optimism." The work is further spoken of by the publishers as "an expression of the author's optimistic philosophy, the creed of life which she has derived from her wide knowledge of books and history. The subject was suggested to her by her feeling of protest against the pessimism of the 'Rubáiyát of Omar Khayyám.'"

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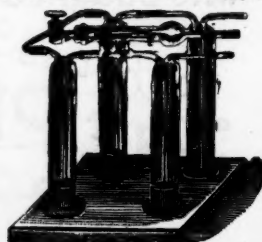
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